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THE BUD



- January 1907
- March 1907
- March 1908
- March 1909

THE BUD

T H E B U D

VOLUME ONE, NUMBER ONE, JANUARY 1907

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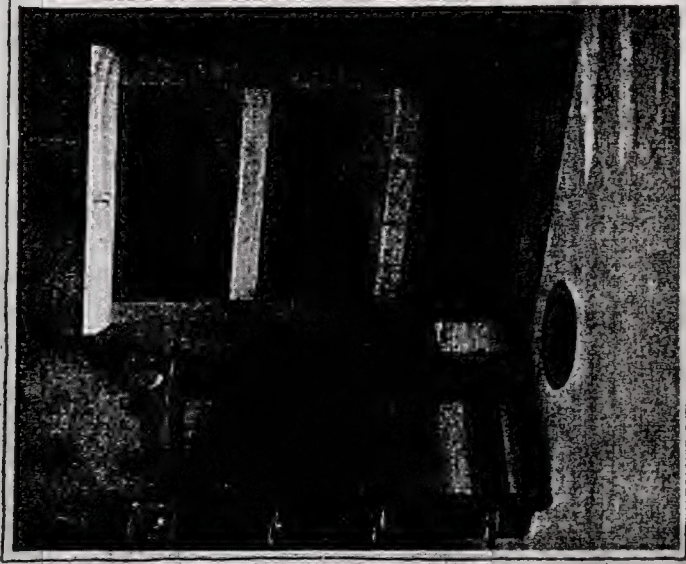


O LONG AS WE LOVE, WE
SERVE. SO LONG AS WE
ARE LOVED BY OTHERS
I WOULD ALMOST SAY
WE ARE INDISPENSABLE;

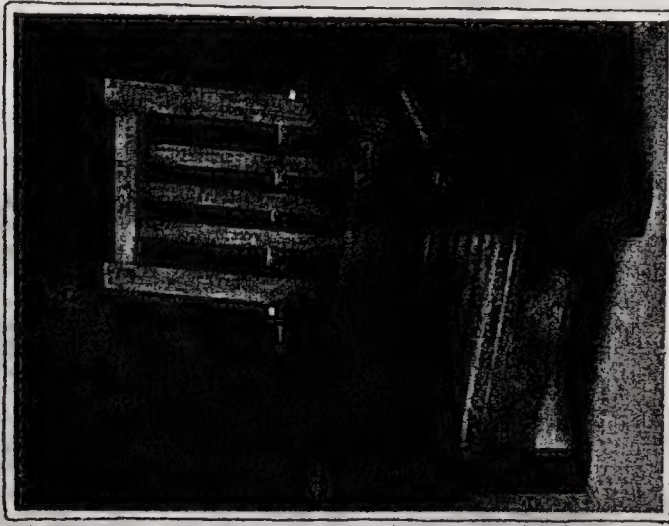
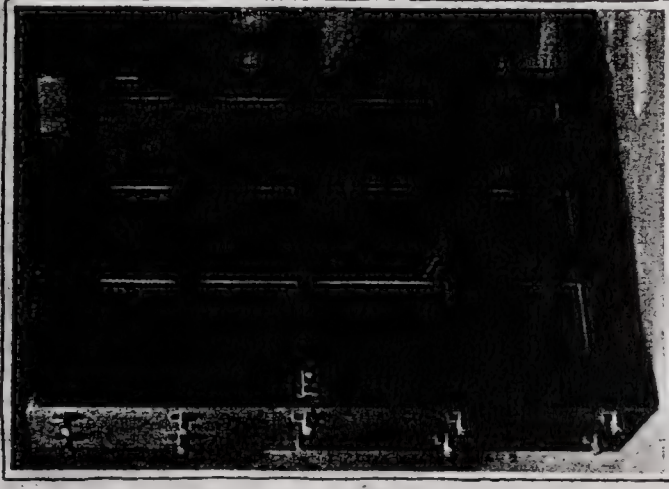
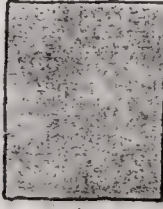
AND NO MAN IS USELESS WHILE HE
HAS A FRIEND † † † † †

Robert Louis Stevenson

CRAFTSMAN
models were
used by...
Isaac Brown
and Bruce
Badger and
the cabinet
work was
directed by
Geo. Bicknell



"When we
started in
we were
teacher...
and pupil
when we
ended the
work we
were com-
mon friends
on friends - on
a level..."



FURNITURE MADE BY BOYS OF EIGHTEEN
IN THE HIGH SCHOOL OF GRAYSVILLE IND

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MANUAL TRAINING DEPARTMENT
by Bruce Badger



HE manual training work done by the boys of this school is mostly cabinet making. Each boy has now under construction either a book-case or a library table. Isaac Brown and Bruce Badger are making a clock for the library of Sullivan.

This work is not a part of the regular school work, but a side issue, worked out at noons, recesses, before and after school hours and on Saturdays. A room is fitted up with work-benches and a few necessary tools, such as; saws, planes, chisels, wood-rasps, clamps, squares, and others.

The designs for our work are gotten from the Roycroft, Craftsman, and Tabbard Inn shops. The furniture is made without nails and in such a way that it will last for many years if properly handled. Each boy is taught to do his work well and in so doing learns a lesson that probably he would never get in the study of algebra or some other study. The work is enjoyed as if it were play.

The lumber is bought by the boys themselves and they get to keep whatever they make. They are very proud of completed work, for they know that they did it themselves. They are learning to believe in this school, as Owen Meredith suggests in these lines:

"We are but as instruments of heaven

Our work is not design, but destiny."

On the opposite page is a picture that was in the October number of the "Craftsman", illustrating an article written about our school. It shows some of the work that is being carried on here.

Written, type set up and printed by Bruce Badger.

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† GIRLS' MANUAL TRAINING DEPARTMENT. † by Nellie Gray



THE girls in connection with their school work are doing Manual Training which consists of Sheet Metal work, Raffia work, Pyrography, Book Binding, and are also doing some Printing. This work is done during recesses and noon periods and they also spend Saturdays doing work of this kind in the shop which has been fitted up for that purpose.

We find it very much better spending our recesses and noons in creating something with our hands than spending it in idleness, and we have grown to love our work so much, we find it impossible, for us to let a recess or noon pass away without us knowing that we have made something, and made it well, and by so doing have grown. We have rebound sixteen books for the Carnegie Library at Sullivan.

We purchase the material and designs we use for our Needle work, from the Craftsman Workshop, Syracuse, New York. We use the Homespun Linens, Bloom Linens, and Craftsmans Canvas, in the Homespun Linen there is a softness in the color tone that makes them available where the ordinary white linens seem ineffective. The Bloom Linen which we use to applique with changes its color every varying light.

I think the most beautiful part of doing this work is, that if we do our work well, we know not what it will bring for us in the future.

Written and type set up by Nellie Gray.

T H E B U D

† THE GRAYSVILLE HIGH SCHOOL † by Elsie Shields



two story brick school building was erected at Graysville in 1902. Only two of these rooms were occupied until the present year. The first year there were just six pupils taking High School work. Mr. E. Donald Maple was the teacher. This year the school has an enrollment of 170 pupils with four teachers in charge.

The trustee, Mr. O.T. Collier, has adopted the consolidation method. The three nearest districts are hauled to this school. To do this it required four wagons. These were purchased by the trustee and are driven by Messrs. Elmer and Wid Thomas, Wm. Benefield and Jacob Parson.

Each wagon will hold about twenty-five children and the wagons can be closed in cold weather making it very comfortable for those that have two or three miles to ride. And those that live near a school house can come in this way with less exposure than they could go to their old schools.

By bringing so many children to one central school, fewer teachers are required and better care and instruction can be given than would be possible for a few children to receive at several different schools.

Our present corps of teachers are George Bicknell Principal and High School Instructor; David Cushman, Eight, Seventh and Sixth Grades; Maud Arnett, Fifth, Fourth and Third Grades; and Flo Ransford, Second and First Grades.

Type set up by Ruth Bosstick, Frank and Bruce Badger.

T H E B U D

† A C H R I S T M A S H Y M N † by I s a a c B r o w n



H ! sweet from out the
silent past,
An anthem echoes
joyfully;
Its theme is that for
sins so vast,
A holy child was born for me.

‘Twas in the midnight’s silent hour,
That shepherds on the hills afar,
Fell prostrate ’neath the heavenly power,
That glowed from one great wondrous star.

But hark! from out the gleaming sky
Flows one great strain of symphony;
“Glory to God, our King on High,
Through Time and all Eternity.”

Then, guided by the star so bright,
The shepherds sought Him where He Lay
And worshiped in the early light

Of that first hallowed Christmas Day.

Oh! Star, oh! Babe, oh! Hymn Divine,
With which the angels welcomed Thee
Enter this cheerless heart of mine,
And teach Thy lesson unto me.

Written, type set up and printed by Isaac Brown.

T H E B U D

† T H E D E F E A T O F T H E C O R P O R A T I O N † by G l e n n E n o



HERE is a good deal said about the power of gold nowadays; and of the omnipotence and domineering arrogance of moneyed corporations — when they will, they will and when they wont, they wont; — but I know of a time when the great Vandalaria Railroad was held up by two women who had never owned a thousand dollars at a time and without comprehending in the least the powers they were defying; and even “Old Whittington” himself — as we children called the president of the Vandalaria — waited a whole month on two ignorant old ladies who lived quietly in their home in pretty Downing Town.

I remember Downing well; and especially the first time I ever passed thru it. I was with my uncle who was just returning from a two - weeks vacation in Colorado.

It was a hot day. The flat lands were fairly sizzling under the burning sun and my eyes ached from looking at them, I had become interested in the conversation of two boys behind me when the train stopped in Downing, and I was very much surprised when my uncle motioned me to leave the car with him.

“The train doesn’t stop here Uncle Jerry?”

“ Yes. Ten minutes, Don’t believe it? I had a hand in this myself, I’ll tell you all about it tonight, Nell”.

He took me to a small restaurant near the track. It was a delightfully clean little place, presided over by two little old women the like of whom I have never seen and never will, I think.

They were every bit as broad as they were tall — I am sure. Of that; — and so nearly alike I wondered how Uncle Jerry could possibly tell them apart.

One of them was waiting on the half-dozen people who had entered with us, and the other not doing much of any thing in particular, but making a great fuss over a little change which had been brought back by a stout gentleman in black.

The first, whom my uncle called Miss Ellen, came to us at once. She hailed Uncle Jerry as an old acquaintance and seemed to be very glad to see him.

"Well - well! I didn't hardly know you. And this is your niece? I've heard you talk about her - Yes Benny's doing well - for him."

But all this time she had acted as if on pins and needles and at last rushed off to help her sister out.

The gentleman in black seemed to take it coolly, but her sister grew louder until her short breath would allow her to go no higher.

"I aint no sech thing - at all!"

"But see -" he explained patiently; "twenty-five, thirty-five, fifty, seventy-five - And I only gave you a dollar".

"I never no sech thing, - an' how can I get ever' little thing jest right, busy as I am, I'd like to know!"

"You're a fool, Liz", her sister put in: "can't you see the man wants to be honest?"

"You shet up. It's none o' your business, nohow. -"

But my uncle was probably not so interested as I for he left, right in the midst of this most interesting bout, and only ob-served:

"That man will miss the train if he fools with those women much longer"

"They're queer, aren't they uncle?"

"They've got no sense. I learned that long ago".

I looked carefully at the town as we moved out towards the north. The track ran by the side of the wagon road. Just north of the town they ran between two high hills. The space between the two was so narrow that one could have stood on one

hill and thrown a rock on to the other.

"This is the Downing Gap", said my uncle, "and is owned by the Dodge sisters".

It was almost nine o'clock that evening before I had an opportunity to speak to my uncle. President Whittiker had just left and Uncle Jerry was tilted back in an easy chair, staring abstractly at the ceiling and rubbing the side of his nose thoughtfully.

"Now uncle, tell me the story," I pleaded. "Stop thinking railroad a little while and tell me. You promised you would."

"What about the Dodge sisters? Of course - yes. It's short but delightfully refreshing."

He pulled his big chair out thru the hall on the veranda, a habit of his; and leaned further back than ever: while I sat on a stool beside him, shutting my eyes on the splendors of High Street to go back with this my dearest friend in one of his journeys to by-gone days. He told this story:

It was in the fall of '71, when I was twenty-six and the youngest engineer employed by the Vandalia.

They wished to put a branch-road from what was then Warner's Junction to Lake Tricote.

I was asked to superintend the job and of course was greatly pleased that I was to be trusted with such an undertaking.

There was Sunkhaze, and a small village named Cleveland. I had no difficulty at all there. They were only too glad to have a railroad in their vicinity. I cannot remember one bit of trouble until I ran across those old women at Downing.

The first time I ever went thru the place I saw their nephew. He was a mean little scamp!

I had no men with me and wished to stay all night. He was lounging in the postoffice when I walked in from Milford where your cousin lives, you know. He may have been twelve years old, and was actually the dirtiest boy I ever saw. He

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had a long, slender pole in his hand and lots of fish line sticking out of his pocket. Barefooted, his pantaloons were covered with patches, and some of these torn off. His hat was comparatively new, but the entire rim was covered with tobacco tags. Across his left cheek was a long cut, extending from his ear to his chin. There has always been something extremely fascinating about him to me, I like him yet. He reminds me of how your brother Benny used to look. His name was Benny, too.

I asked him who owned the large meadow west of town.

"Old Man Watts owns the meadder'n Aunt Jinnie'n Aunt Ellen owns the Gap."

I said yes and sat looking thru the open door at the hills and wondered who aunt Jennie and Aunt Ellen could be.

Do these people live near?

"Ole Man Watts does."

Will you show me his house?

Yes, he slowly raised and started to the house himself. He had the keenest eyes I've ever seen. He sometimes turned square around to look at me as we walked down the street together.

He seemed to have come to a conclusion and found me much to his liking when we reached the edge of the village and started across the meadow, for his answers were no longer short and careless, as hitherto. He showed a disposition to ask questions himself and even treated me with a smile at rare intervals — very short and bashful smiles — but none the less winning.

"You don't want to live here, do you?"

No, I live in Indianapolis now. I intend to move, but not to Downing.

We walked on in silence for some time. I knew what he wanted but would not help him.

(TO BE CONTINUED)

T H E B U D

† M Y C A S T L E B E A U T I F U L † by George Bicknell



Castle Beautiful I build me here by the well-come Wabash waters.

Here where the people have been kind, and helpful, and true.

I build me here a castle which shall be for me and for mine.

And you are mine, dear heart, whoever you are, and wherever you are, who come with a heart of love. And for you I build this castle.

And it shall be simple, and strong, and permanent.

Its portals shall be wide, its windows open and free.

The pillars and crossbeams massive and strong, and always visible.

Nothing intended for strength shall be hidden from the eyes of the people.

I shall suggest to the people the beauty and strength of simplicity, and the strength and simplicity of beauty.

This castle shall be huge, and yet it shall contain a subtle suggestion of delicacy;

It shall be hard of access and yet as open as heaven itself; Above its wide, free, portals shall be carved this one word—"Welcome."

And, within, this word shall mean all that it ever did mean and more.

Such is to be my "Castle Beautiful," my Castle of Friendship.

And you are to be my guest here.

And you are to come because I love you and because you love me;

And when you have once entered, you must expect that entrance to be eternal.

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For if I accept you once, I shall never reject you.
As long as Heaven would keep you, I would keep you:
And if you do not expect to stay an eternity, do not come.
How much better for me and for mine if you would never
come than to come for a day, and then depart in disgust.
I shall never depart from you in disgust.
I shall stay as long as I promised and longer.
And when your weaknesses, and errors and sins are discovered I'll forgive.

I'll forgive and forget, for only as I forgive and forget do I
prove my love.

Love is never proved so much by loving as by forgiving.
And there is nothing so great and so wonderful as love.

Recently I camped by the Wabash with some of the Great
of the land,

A Colonel, a Poet, a Congressman, a rich man, and others
of fame.

And I listened to all that each said, and was interested.

But when the day was over and the guests were ready to de-
part,

One of the guests, a lad of twelve years, beautiful and tender
and radiant,

Called me aside and blushing told me how he had enjoyed
his meeting with me.

He asked me to visit his home,

And told me that often his brother, a student of mine, had
spoken to him about me.

And when I told him "Good Bye", I held him close up to
my heart and kissed him again and again,

And when he was gone, all events of the day except him were
as naught;

And I stood by the river for hours, in the gathering gloom,
thrilled with wonder and joy.

Type set up by Isaac Brown and Frank and Bruce Badger.

T H E B U D

OUR ANNUAL OYSTER SUPPER & FUN FROLIC by Ruth Bosstick



THE Second Annual Oyster Supper and Fun Frolic given by George Bicknell in honor of the Graysville High School was held Wednesday night December the 26, in the building formerly used as a store by Phillips and Gray.

Invitations were extended to all pupils, who had gone to school to Mr Bicknell since he came to Graysville to teach and to the teachers of the Graysville schools. More than seventy guests were present. Among those present were David Cushman and wife, Bace Gray, Jesse Harris, Golden Drake, Curg and Ham Burton, Emerson Watson, Fred Dix, Maud Arnett, Easter and Elda Parr, Martha Durham and Elsie Kennet.

The supper which was served in two courses was prepared upstairs, while the guests were below enjoying themselves in various ways. When the host first invited his guests to repair to the room above he gave orders for the boys and girls to fall in two separate lines, to march around the room in single file alternately a boy and girl. By this arrangement the girls became the partner of the boy whom she followed in line during the time they were expected to spend upstairs. Oyster soup was served for the first course and was partaken of with much merry making and jollity.

The guests were allowed to go below after the first course was served to continue their merriment. When their host again appeared inviting them a second time to the upper hall he placed no restraint upon them, allowing each to choose his own partner.

However before ascending to the upper room, Miss Ransford was presented with a tooled leather center piece and picture frame as a gift from the present Physical Culture Class for which she has been kind enough to serve as organist.

The second course consisted of oranges, nuts, candy and cake, and much time was spent over the dainties thus prepared. When the guests at last descended to the room below they were accompanied by their host who joined heartily into the mirth of the company, trying to promote their happiness in every way.

At a late hour the guests began to bid their host Good-night, and depart, doubtlessly leaving behind them the assurance that, to serve is joy.

Written, type set up and printed by Ruth Bosstick.

P E R S O N A L S B Y T H E T H I R D Y E A R



red-letter day was Nov. 39 for us, for with it came Miss Rhoda E. Selleck, Art Instructor in the Shortridge High School of Indianapolis. Miss Selleck was Mr. Bicknell's teacher in art at Winoona last summer and we may be said to have caught a good many of our ideas, indirectly, from her. She seemed to be greatly interested in our work and gave us many helpful suggestions.

In the after-noon she gave us an interesting talk on Japanese Art, showing specimens of their work which she brought from Indianapolis. She also showed some work of her pupils in drawing, coloring, needlework and sheet-metal work.

She has since sent us a few blue-prints from Japanese stencils, calenders and Japanese Mons to color and has shown us many kindnesses for which we are very grateful.

Written and type set up by Glenn Eno.

Anna Delony Martin of New York gave a Humorous and Historic moving picture entertainment at the Presbyterian church Thanksgiving night, Nov. 29, 1906. The humorous subjects were, "Japanese Magic", and "Hop O' My Tumb." These subjects proved to be highly entertaining, but more so was the historical subject, "Parsifal". Miss Martin was excellent in her role as Dramatic Interpreter.

The audience was large and their appreciation was proved by the strict attention they paid to the scene before them.

The entertainment was given in behalf of the Graysville Schools, which received one half of the pecuniary part of the proceeds, which amounted to forty five dollars and fifty cents.

Written and type set up by Ruth Bosstick.

Among the people who have visited our school this year are; Rhoda E. Selleck, of the Shortridge High School of Indianapolis; Joe Duffy, Hosea Anderson and Eva Ballew and Iva McKinley of Sullivan; Professor Ising and Harvey Woodard of Pleasantville; Professor Howe, C. F. Whitlock and Effie Fuller of Fairbanks; Rev. Frank Moore of Louisville Kentucky; Eva Epperson of Merom; Roscoe Piety of Shelburn Ode McClure of Lafayette; the district teachers of this township, Essie Wilson, Roxie Johnson, Marian Sammis, Tressa Bain, Kathryn Stewart, Garland Connor, Homer Arnett, and Thomas Turman; O. T. Collier, Lizzie Burnett, Eulah McMichael and Jessie Yager of this town.

Written by Bruce Badger and type set by Flo Ransford.

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The High School class in Literature finished the study of Macbeth, Shakespeare's famous tragedy, the week before holidays. When it was learned that the play was to be given at Terre Haute the following Wednesday night, quite a number decided to go, and though the weather was inclement Graysville was fairly well represented.

Madame Modjeska was welcomed with bursts of applause when she appeared on the stage at the Grand. In the second act some appreciative person presented her with a large bouquet of flowers. All her acting showed the grace of a genuine artist and to see her on the stage, one would not guess her to be more than thirty-five years of age.

Having seen this great actress once, we can but wish to see her again, but this will probably never be, as she does not intend to return to the United States.

Madame Modjeska, who plays the part of Lady Macbeth, has long held first place among the world's greatest Shakerian actresses. She is of Polish birth, but has long been an exile from her native country, because of her outspoken objections to the political conditions in Poland. Ten years ago she left the stage to take charge of an experimental farm in California, and there led a retired life until last season, when she organized a company and started on a tour through the United States. She will play in all important cities to the eastern coast. She will then embark for Europe, and permanently retire from the stage.

Written and type set by Isaac Brown.

F.A. Cotton, State Supt. of the Schools of Ind. has asked us for a report of our school and a few pictures to be used in his biannual report. Mr. R.A. Plunkett of Sullivan came out and took some excellent photographs which were sent to Mr. Cotton.

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One of the first jobs done by the Graysville High School Press was the printing of a little book of poems for Roscoe Piety, Principal of the Shelburn, Indiana, Schools. The printing of this, was done by Roy Myers and Arthur Lister.

Mr. Piety very kindly sent us the following letter about this work.

Shelburn, Indiana.
12 — 27 — '06.

Mr. Geo. Bicknell,

Principal of Graysville Schools.

Dear Sir : — The Christmas booklets which you and your school printed for me were recieved on time, and I gave them out as "treat" to my pupils Friday evening. I am well pleased with them, and desire to thank and congratulate both you and your school for your excellent workmanship on the same. Your print is clear and accurate, the arrangement is good, the binding carefully and neatly done.

Very sincerely yours,

Roscoe Piety.

Leonard G. Nattkemper, of Terre Haute, a Reader and Impersonator, gave an entertainment at the Presbyterian Church Dec. 29, 1906. He gave the First Act of "Rip Van Winkle," Riley's Poem, "When the Frost is on the Pumpkin" and many other beautiful poems.

The entertainment was given in behalf of the Graysville schools. The school recieved one half of the proceeds, which were twenty dollars.

There was a large attendance and every one was well pleased. Mr. Nattkemper is considered an artist in his work.

Written and type set by Nellie Gray.

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Friday, Jan. 11, was set apart as Parents Day for the purpose of showing the patrons and friends of the school what the children are actually accomplishing in their daily work.

For the most part, the parents responded gladly to the request of the teachers. Some of them brought their dinners with their children and stayed all day but many more came in the afternoon.

After the last recess all the visitors came into the High School room and together discussed school questions as suggested by State Superintendent Cotton.

Pansy McClure, a former student of this institution, will again re-enter school here next week. Miss McClure spent the Fall and Winter seasons in Sullivan, learning Millinery, under the instruction of Miss. Fanny Hughes.

The pupils of the Graysville High School are very grateful to Mr.C. H. Stratton for the rules he sent out to them.

There will be a school display by the Graysville Schools some time in March. Also Elma B. Smith Co. will be here some time in the month. She gave the opening number at the Merom Chautauqua last summer, and her audience was well pleased.

Supt. Richard Park spent Tuesday, Jan. 29, 1907 with the Graysville schools. His time and attention was equally divided between the four divisions of the school. The time from the last intermission until school was out was spent in the High School department listening to the class recite in Agriculture. This subject greatly interested him and he spoke very encouragingly to the teacher and pupils of their effort along this line of study. He expressed a high appreciation of the work done by the entire school.

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† CREEDS AND LIFE PHILOSOPHIES † of The Third Year



THESE lessons I would like to learn while growing from a bud into a rose, that I might teach them to those who gazed upon me when a full blown rose.

If I were a bud and should blossom into a rose I should wish my short life to be beautiful and fragrant that all who beheld me would be cheered by so doing. Even on rainy days my face should be lifted upward in search of the sunshine illuminating the splendors of life.

And among the many lessons I would wish to teach the most important one would be, to love God first of all.

I believe in conquering self.

I believe in trying to give or do that which promotes the happiness and welfare of others.

I believe in trying to do well everything attempted..

I believe in obedience.

I believe in the growth of the soul.

These lessons I would like to learn while growing from a bud into a rose, that I might teach them to those who gazed upon me when a full grown rose.

Written and set up by Ruth Bosstick.

May this day bring to me: A greater love for everyone with whom I come in contact, and that sort of a love which enables me to see the faults in others, but also to understand and sympathize with my brother, because of my own many weaknesses. The strength to do more physical and mental labor than I accomplished yesterday. A true appreciation of the kind-

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nesses of my many friends. More energy, and, above all, more of that quality which I lack—perseverance.

Written, set up, and printed by Isaac Brown.

I believe God should be the object of our desire, the end of all our action and the power of our whole souls.

I believe every person should repeat the twenty-third Psalm; “David’s confidence in God,” at least once a day.

I believe in prayer.

I believe in sympathy. In sickness we feel the most need of sympathy which shows how much we are dependent upon one another for our comfort and necessities.

I believe in every one having a true character, for character is something that does not change. Every person, it matters not how poor, has it in his power, with God’s help, to leave behind the grandest thing on earth.

I believe in kindness. Life should be made up of little acts of kindness. I believe all children should respect their parents.

A mother has more influence over a child than any other person on earth. My mother holds the Key of my soul.

I believe in obedience. I believe in truthfulness.

I believe in charity. I believe in work. I believe in play.

Written and set up by Nellie Gray.

In this life I pray that I may never in actions or words say any thing to hurt others. And I shall be a friend to every one from the beggar to the rich man. That I may have the spirit of forgiveness, and that I may act in such a way that others may understand me and I may understand them. And that I may know myself. And, above all, to have the true spirit of Christ.

Written by Bruce Badger.

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This is my Prayer: To live simply and sympathetically; asking nothing of Life but the pure joy of living: With friends — more than any woman has loved before:

With a vast understanding of the lives of men:

With the power to adapt myself to any environment as if I had known it always, so much that the great and good when I walk among them will know me for their own and think I too, have been great and good and the prisoner when I talk to him will wonder how I can speak so cheerfully, having myself languished between prison walls, — simply to be universal. Written and type set by Glenn Eno.

I believe in God and all he has formed and created. I believe in brotherly love, that “all men the world o’er should brothers be for a’ that.” I believe the development of the mind is aided by the use of the hands, in other words I believe work to be one of the greatest blessings God ever gave to mankind; and that sorrow has a great power to help purify the soul. I believe that a joy comes from the completion of some new thing that is not found else where and that “A thing of beauty is a joy forever.”

Written by Elsie Shields. Type set by Glenn Eno.

I believe in children and the things they believe in. I believe in the child-heart and that we should, every-one-of-us, keep as long as we can our child heart. I believe that these girls and boys have greater power, much greater, because they have striven with this little book.

I believe as, Elbert Hubbard, Count Tolstoi, John Burroughs, Eugene Debs, Walt Whitman, James L. Hughes Olan and Flora James, Leo Chandler, Jessie and Steven Marion Reynolds and Bruce Badger, and many other thinkers, that there is more happiness and saving grace in useful work than the world has yet recognized.

I believe Jesse Harris is one of the truest noblest boys I ever saw, unless it is one of a dozen or two other boys that are almost as noble and true.

George Bicknell.

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ANNOUCEMENT
by George Bicknell

HIS is Volume One and Number One of THE BUD — a little paper Published by the Graysville, Indiana, High School at their own Press in Graysville, Indiana, in the Month of January, in the Year of 1907.



This number was mostly done by the Third Year, Consisting of Bruce Badger, Editor; Ruth Bosstick and Elsie Shields, Assistant Editors; Isaac Brown, Class Poet; Nellie Gray, Treasurer, and Glenn Eno, Class Story Writer. This Book was entirely done by the pupils of this little High School. They wrote the articles, set the type, corrected the proof (wherever it has been corrected) printed the pages, folded the sheets, collated them, sewed the papers, wrapped and addressed them. In doing this they have awakened a new interest in life. They have liberated much love, more than you, dear reader, perhaps see. They have acquired new power in all this — and I am sure it is healthful power, because they have been so happy in the doing.

The type setting not otherwise designated in this book was done by Arthur Lister and Roy Myers.

This is the first number of this little paper — it will try to come forth each month while school is in session. Of this number there were 300 copies printed, with 200 paid subscribers. The subscription price is 5 cents a copy.

We want to thank the advertisers for their help in this work, also the subscribers.

All mistakes in the book are just as the boys and girls made them. This is their own work, mistakes and all.

There were 300 copies of this issue, and this copy is

number 103 and was worked by *Ruth Bosstick*

* ADVERTISEMENT *

PHILLIPS & GRAY, of Graysville, handle dry-goods, notions, carpets, boots, shoes and men's working clothes. Their grocery department consists of the finest and best line of groceries that can be found anywhere.

They handle a full line of stoves, farming implements, steel-wire fencing and all other hardware found in an up-to-date hardware store. Their prices are the best for all kinds of produce. Don't fail to pay them a visit.

Ad written by Pearl Thomas

J.E.YEAGER, our barber in Graysville, has been in the business for years and knows what he is doing. He is also a painter and paper hanger. All who have tried him have found that he does perfectly satisfactory work.

If you need any work done in this line you can do no better than to try him.

Ad written by Glenn Eno

S.S.YEAGER & SON'S place of business is conveniently situated in the northern part of Graysville on the main street.

All kinds of blacksmithing, cement-work, carriage-making, painting, and wall-papering.

They also do undertaking and in this business they are properly equipped for the work. They have both white and black Funeral-cars. Calls answered promptly day or night.

Ad written by Ruth Bosstick

¶ J.B.THORN has a large general store in Graysville.He carries a full line of dry-goods,groceries,hardware,queensware, clothing and general merchandise.Give his goods a trial and be convinced that they are the best.His prices are the best, and his service most courteous.

¶ He buys produce and pays the very best prices.His wagon is on the road at all times of the year. When you come to Graysville to trade come to him before going elsewhere.

Ad written by Sylvia Medsker.

¶ THE PLUNKETT Studio, of Sullivan, Indiana, kept by Rollin Plunkett and his wife, will show you a general line of photographs, and, you will find that their work along that line is of the best.

¶ Mr. Plunkett took some pictures of the Graysville High School, and the photographs were very satisfactory. If you have never visited his studio go and see what he has.

Ad written by Ruth Ingersoll.

¶ THE PEOPLES STATE BANK on the south west corner of the public square, Sullivan, Indiana, has a capital of \$ 100,000. Its fixtures are the very best. The safe is burglar-proof. ¶ The Bank will pay 4 % interest on all time deposits, and will loan money at reasonable rates. It guarantees a square deal to each patron whether a depositor or borrower. It will also furnish you bank money orders cheaper than any one else: Call and inspect their burglar-proof safe.

Ad written by Bruce Badger, Hazel Jewell and Elsie Shields.

¶ SPRINGER & CARRITHERS the owners of the big busy department store of Sullivan are ready to sell you any thing found in a well selected up to date department store.

¶ They have a fine line of curtains, carpets and rugs. Their showing of ready made garments and millinery are unequaled. ¶ They are offering the best qualities of men's clothing and shoes ever offered for the money. Visit their Dry goods department and see a well selected line of goods.

Ad Written by Ella Flew.

¶ IF YOU are thinking of going to college and can't decide where to go consider carefully the advantages of the Union Christian College of Merom Indiana. You might just as well go there as to go away from home. Their prices are suited to all. They also have many good societies among which are, The Franklin and Linconia Societies, Christian Endeavor, Young Men and Young Women's Christian Associations.

Ad Written by Grace Ferree

¶ W.E.WOODS the clothier of Sullivan carries the best up-to-date wearing apparel for men.His overcoats are very pleasing. In fact everything that he carries is of the best quality. He treats evrybody alike for he has only one price. If Woods says so he will. W . E. WOODS The Clothier North side of Public Square Sullivan, Ind .

Ad Written by Bruce Badger

* A D V E R T I S E M E N T *

¶ SCOTT BROS. of Sullivan, Ind., have one of the completest hardware and furniture houses that can be found in Southern Indiana.

¶ They sell Rex buggies and carriages, the special heating stoves, ranges, folding beds, kitchen cabinets, dressers, steel wire fencing, pumps and pump fixtures.

¶ Every thing sold on easy payments, so much down and the balance by the month. They also exchange new buggies for old ones.

Ad Written by Chas. R. Bragdon and Donald Jewell.

¶ REED & BATEY, who own the big busy music department of Sullivan, will sell you a strictly reliable piano at the lowest possible price. They guarantee every piano they sell.

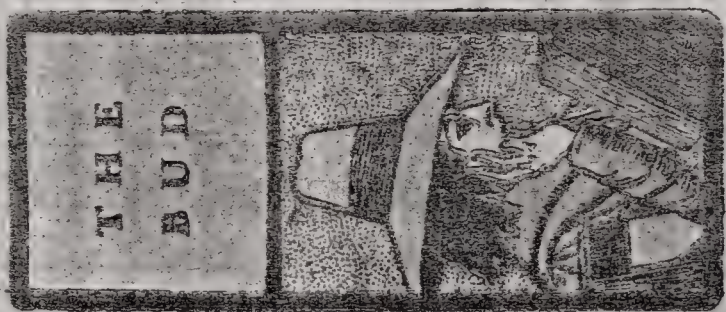
¶ Every lover of music should own a musical instrument. No school is complete without an organ.

¶ If you are thinking of purchasing a piano go to see them, and let them show you what a small amount of money will buy. Better enter their free contest, running from January 1st to April 15th and get a new King piano.

Ad written by Ella Plew.

¶ S. PAUL POYNTER editor of the Sullivan Daily Times. This is the man and the paper on which you may depend. The paper is highly up-to-date in its publications. News of interest from all parts of the country appear in its columns. Much is being done on the part of the editor to make this paper better than the people expect it to be. The Times is a good democrat paper intended to give forth useful information.

Ad written by Ruth Bosstick.



T H E B U D

VOLUME ONE, NUMBER TWO, MARCH 1907

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O LONG AS WE LOVE, WE
SERVE: SO LONG AS WE
ARE LOVED BY OTHERS
I WOULD ALMOST SAY
WE ARE INDISPENSABLE:

AND NO MAN IS USELESS WHILE HE
HAS A FRIEND + + + + +

Robert Louis Stevenson

T H E B U D

† THE DEFEAT OF THE CORPORATION † by Glenn Eno

(CONTINUED FROM LAST MONTH)

"Do you think you'd like to live here?"

Yes, pretty well. This is the first time I've seen it but I like it fine.—What is your name?

"Bennie Dodge.— Have you ever seen Ole Man Watts before?"

No.

Silence again. And finally, in desperation:

"What do you want of Ole Man Watts anyhow?"

I want to see about running a railroad thru his farm.

He nearly fell from the fence he was climbing. His face fairly shone, but he said nothing. I suppose he wanted me to think railroads and cars and locomotives were an every-day occurrence with him. He run his eye along the pasture fence down to the Gap, where, I think, he already saw the locomotive descending on his quiet home. "It'll be a good thing for Downing," he remarked, philosophically.

Do you think your aunts will welcome this innovation?

Do you think they'll want to sell?

"I do' know; he said slowly and thoughtfully. I do' know."

We were now at the Wattses' gate.

Will you tell me where your aunts live, Benny?

"Down by the Gap; just this side. A white house 'n a big barn, painted red."

He lingered by the gate as if he hated to leave.

Goodby, Benny. I'll see you again, I reckon while we're building the road.

"Goodby." He scuttled down the path toward the road fast as his legs could carry him.

I found Mr. Watts at home; and glad to have the road. We had a little trouble over the right of way but we finally agreed; on a thousand dollars, I believe; but when I spoke to him about the Gap he shook his head.

"You'll have a lot of trouble with the Dodge women, I'm afraid. They'll be set against it. I know they will."

There are two of them, I understand.

"Yes, but one of them is away for a week or so—Miss Jennie. Miss Ellen's the worst though. She isn't as fierce to look at as her sister but I'd as soon tackle the Old Harry."

This was far from encouraging and I was almost afraid to tackle them myself. There's one good thing, I thought: I can have it out with one at a time.

I did not, however, expect half the difficulty I experienced before I was thru with them when I started to the Gap one evening about a week afterward.

It was not hard to find where they lived. It was a snug little place which still suggested little of comfort. The house was small and painted a glaring white; the yard was large and still gave no impression of spaciousness; there were evergreens set in straight rows across the lawn, and a beautiful old elm over the front porch but the branches nearest the house had been chopped off to save the paint, I presume. I remember a few rosebushes against the fence and a row of dahlias on either side the brick walk.

I felt a little uncomfortable as I walked up to the house between the dahlias. There was no knocker so I rapped softly with my knuckles. I waited for some time but no one answered. I knocked louder. The door gave forth a hollow sound as if the room were empty. I waited some five minutes and can remember turning over in my mind the possibility of Miss Ellen being dead or very ill, and the propriety of turning the knob to enter unbidden when I heard a sound like the yelp of a dog coming remotely from a distance, toward the barn.

I jumped down the steps and ran quickly around the corner of the house and down a cinder path toward the barn-lot gate, opened it and the noise itself led me to a large lot back of the barn. In one corner of the lot sitting on a discarded pig-trough sat a barefooted boy with a ghastly wound on his cheek and a hat covered with tobacco tags—none other than my young friend Bennie.

The trough was low and his hands hung far over his bare knees. His face was turned to the skies and twisted into the most impossible shape imaginable—whether with tears or laughter I could never have distinguished were it not for the howls which left his throat at regular intervals and punctuated the re-

marks of his aunt who stood by with her hands on her hips gazing scornfully on her scapegrace nephew.

There were few tears as it was; and I think he grew tired for the howls became weaker and weaker until so much as two minutes sometimes elapsed before he had time to begin another and when he finally saw me they ceased altogether.

And now came my turn. His aunt gradually turned, still with her hands on her hips, and transferred her attention to me I touched my hat respectfully and said something. I think it was, Good-morning.

"H'm, what do you want?"

It is curious, just how she awed me by those few words. I think the President of the Vandalia would have quailed before her when she looked at him as she looked at me and said, "What do you want?"

I began, with hesitation:

We wish, Miss Dodge, to connect Warner's Junction with Lake 'I'ricote. In order to do so we must pass thru this town—thru the Downing Gap. This railroad—

"A railroad!"

Yes'm. We wish to build a railroad.

"H'm!—and we're to move out, I suppose, for the railroad."

No, madam. You misunderstand me. Perhaps—

"Maybe I do— I've no time to squabble over it. Benjamin, get up from there and get to work. You ought to be whaled, acting the way you do! Go to the house and get the bucket and slop the pig;—or you'd better come with me. You never do anything right by yourself."

She picked up a tin bucket which set on the ground beside her and marched off toward the stable, with her completely mollified nephew following at a safe distance and finally I followed too.

She was milking when I reached the cow-lot and a strange figure it was! I laugh even now to think of it. She used a one-legged stool; I suppose she scorned to use more support than was absolutely necessary. Her dress was rather heavy for the season, and fitted as tight as a dress may be made to fit. It was remarkable for its length of waist and brevity of skirt

which showed some four inches of vari-colored petticoats below the hem.

Benny now seemed in the very best of spirits and grinned the broadest kind of a grin behind his aunt's back before he disappeared into the corn-crib.

I sat down on the ground beside her explaining to her as if I were talking to Benny instead of a middle-aged woman. It had not the least impression on her that I could see. There she sat, stiff as a poker, never saying a word until she was thru milking.

You cannot but admit, Miss Dodge, that it would be of immense advantage to your town: I insisted.

"I can't say as I do. I can't rob myself for the town's sake, anyhow."

You have a sister, have you not, Miss Dodge?

"Yes, sir."

Has she an interest in this place?

"She has."

When can I see her?

"She'll be home in two months."

I wish you would think this over, Miss Dodge, I said when she started off toward the house. We'll give you a splendid sum for the privilege. We must have the right of way!

She probably thought this observation called for no answer, for she made none; and I turned back to my lodging, ill-content.

I think that if that woman had known the position in which she placed me she would have sold at once. The road was started. It would be at Downing in two months probably—three at the very most. Miss Jennie wouldn't be home before that time; how would it profit me if she were? They might never give in at all. The thought of that Gap weighed hard upon me, and drove me out into the night when I was hardest at work and needed rest.

I was ambitious and this was in my path, a mighty obstacle. I thought of Whittington but he did not like to be bothered with the trials of his subordinates. He gave his orders and that was an end to it until he surveyed the finished work.

I sometimes mustered courage enough to speak to Miss Dodge again but she was obdurate.

"We don't want it. It'd be a nuisance—killing our stock and every thing. We don't want it at all!"

It wouldn't bother you a bit Miss Dodge, I am sure.

"I know what I'm talking about, it killed a cow for brother Jimmie once."

There was plainly nothing to be had from Miss Ellen.

Bennie, I said to him once when we were together. Is your aunt at her brother Jimmie's?

"Yes. He lives at Waldron."

Can you tell me where to find him, Benny?

Benny didn't know. He was a freight agent, he thought.

That night I told Jim Hardesty, foreman then, of a new plan.

I'm going to Waldron Jim to hunt up Miss Jennie and her brother. Maybe James Dodge will be more reasonable. Men always are. I don't imagine they're much better than Miss Ellen, but it is all that I know what to do. I will leave tomorrow and will try to be back by the next day. If that don't work I will have to go to Whittington and that is all there is to it.

Reaching Waldron at about three in the afternoon; it did not take me long to find Mr. Dodge. He was different from what I had expected. I told him all about my trouble with his sister.

"What did you offer her?"

I offered her five thousand yesterday.

"She is a fool, Ellen is! Always was and always will be. Jen will sell if I tell her to and Ellen will if she will.

My spirits rose high. I never felt so elated in my life. In that moment of ecstacy I felt like embracing the whole Dodge family.

"Just wait till I go home. You can stay all night with us and we will talk it all over. I think the railroad would be a fine thing myself."

Supper was ready when we reached his home. He introduced me to his wife and his sister explaining at once who I was and what I had come for. My spirits sank a little when I saw Miss Jeanie for she was certainly a formidable looking

female but still I had the brother on my side and brothers always have an immense influence on their sisters. His wife was an excellent woman. I expect he owed a good deal of his good-nature and tolerance to his wife's influence.

She would allow no railroad talk until supper was over. Then we all assembled on the veranda and I repeated to Miss Jennie what I had told her brother.

"And Ellen don't want it?"

No— she doesn't. She doesn't seem to want a railroad thru her place.

"Well, if Ellen don't want it— neither do I."

"You'd better take it, Jen. It's a fine chance. You don't pick up five thousand dollars every day. You'd better take it."

"I'll not have anything to do with it if Ellen's agin it, that's all there is to it."

A pretty turn, things had taken! I dug my heels in the gravel and thought mean things of Miss Jennie. If I could only have one of them on my side! But what could I do against two obstinate women? For the moment I gave up entirely and said nothing. The brother argued and harangued but it did no good.

"If Ellen's agin it so am I."

And that was all the satisfaction I had from Miss Jennie.

I did not stay that night but left as soon as possible for Downing; and in a few days came Miss Jennie, too.

We were now close to Downing not more than two miles away and all stayed in the village. Jim and I were domiciliated with "Ole Man Watts", and thither every morning he could get away, came Benny to escort me to the railroad track. It was something wonderful, the interest he took in that road.

You'll be a railroader some day, won't you Benny? I asked him one morning.

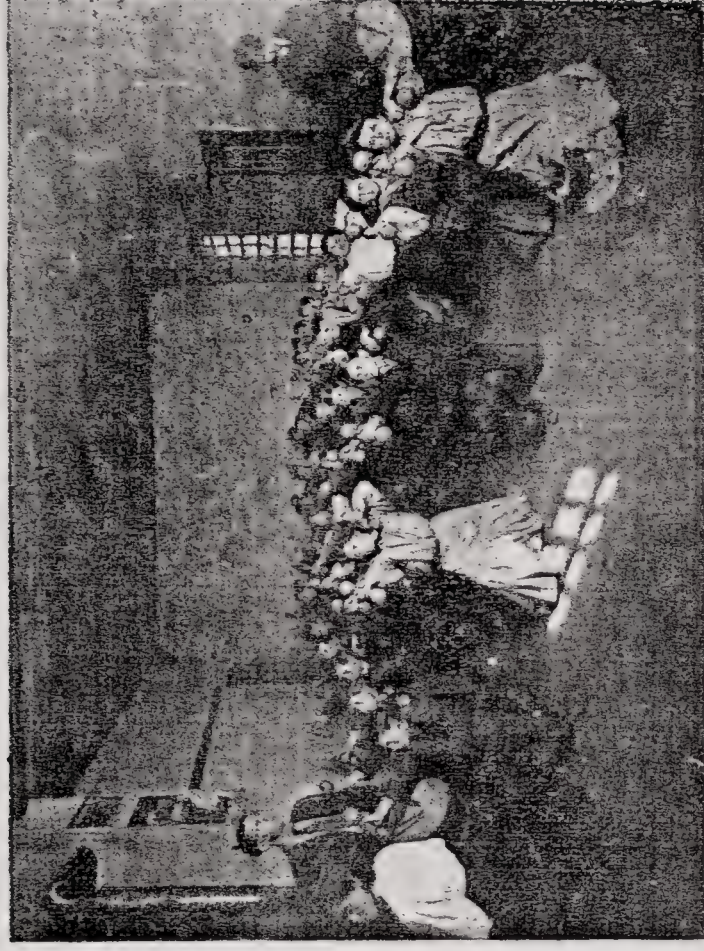
"I do' know, he replied, doubtfully."

You'll not be apt to if your aunts have any say so, will you?

"Aunt Ellen's mad.— Mad as hops! If she know'd I was here she'd wallop me good. Her'n Aunt Jinnie'd talks about it lots."

Will they be at home tomorrow, Benny?

(TO BE CONTINUED)



T H E B U D

†

N A T U R E S T U D Y
by R u t h I n g e r s o l l

†

HERE breathes, for those who understand,
A voice from every flower, and tree,
And in the work of Nature's hand
Lies Nature's best Philosophy."



What a pleasant pleasure there is to find a new flower! The next conscious thought is to seek the name of that flower, and by searching after it; we become interested in Nature, and have a desire to know more about her and her secrets.

The study of Nature affords us an unlimited and a most interesting subject, and we can study it any time of the year.

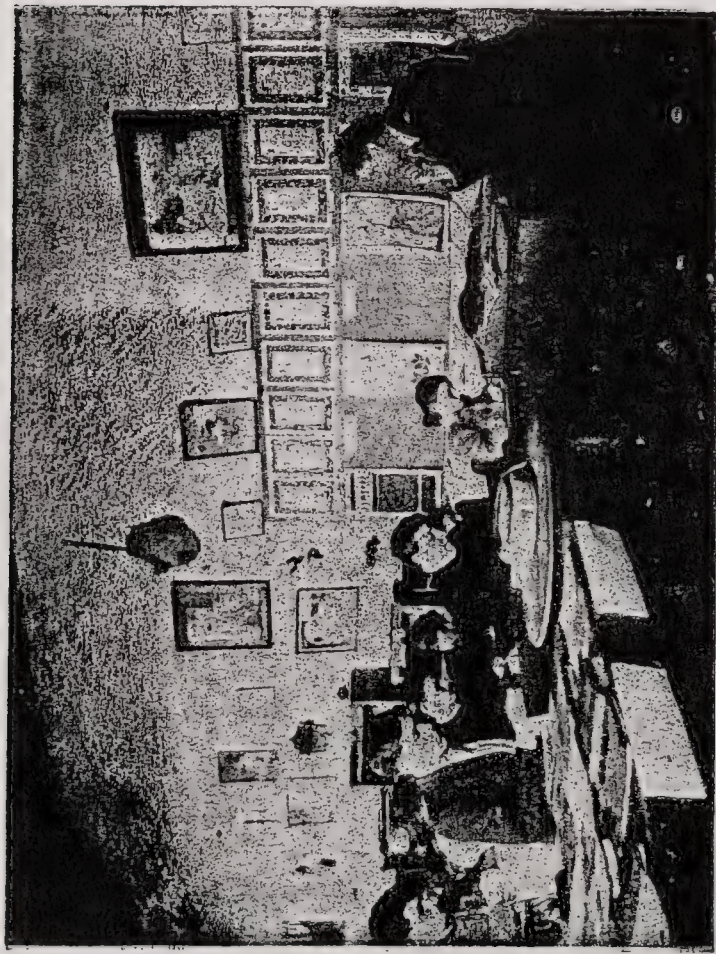
In the spring and throughout the summer, we have the beautiful wild flowers, which dot the meadows and the woods here and there with their faces of beauty and happiness, the trees and the shrubs, the birds, the insects and many other things right around us.

In the autumn and the winter, we have the fruits of the plants, which have blossomed in the summer, and the fungi, with their beautiful tints which only Nature can produce.

This study of Nature is being taught to some extent in our school. Mr. Bicknell generally suggests things for us to search for, such as a certain species of an oak tree, or a certain kind of a wild flower, or an insect, and many other things.

Last year the boys and girls made a collection of beetles. The collection consisted of several different species of beetles and spiders and many other bugs, and in doing this and many other things along this line which he suggests, the words which I have quoted in the beginning of this article mean something more to us, than if we had never searched after these things, and after we become wholly interested in these things, life contains a newer and fuller meaning for us, and as John Burroughs says, "The student and lover of nature has one advantage over the people who gad up and down the world, seeking some novelty or excitement; he has only to stay at home and see the procession pass."

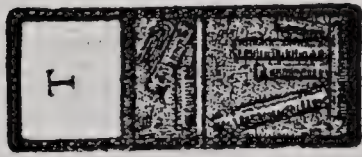
Written and type set up by Ruth Ingersoll



T H E B U D

† THE STUDY OF AGRICULTURE †

by M. C. Patton



THE practical element in education is gaining almost universal recognition and educators are almost unanimously emphasizing its necessity. The study of agriculture was entered into in our school this year. The text book we use is, *First Principles of Agriculture* by Goff and Mayne. Agriculture has been taught in nearly all the European nations for the last fifty years and is being taken up in this country in the rural and village schools.

The usual school course is far from practical to the country boys and girls and soon grows monotonous to the city ones. Although manual training is more suited to the city than is no evidence that either or both is not of unmeasurable value in either rural or city school. And as most of our great educators say it is not less of this work we need but more of it. It brings us in contact with the practical side of life. And yet there is a greater lesson behind all of this; what we get by doing.

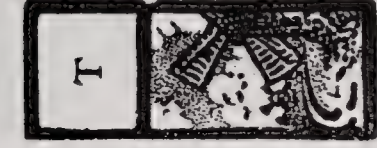
In the study of agriculture we first considered the soil and its elements, then in connection with moisture and plants later taking up fertilization, parasites, how to destroy them. Seeds, selection, and germination. Propagation, how to improve plants etc. Each lesson was made plain with simple illustrations and experiments. Grafting, seed testing etc., was done in the school room, thus appealing to the reason of the student rather than the memory. Not simply to know but to know why you know. And the motive in the study of agriculture is not to prettify the farm but to show that farming done scientifically is far better and more profitable than if done the usual way. And that a strict observation of the things about us will not only be of great educational value but will make life far more beautiful and a pleasure to those about us.

Written, type set up, and printed by M. C. Patton.

T H E B U D

† REMEMBRANCES OF TEXAS †

by Jennie Hardesty



THE things that stand out foremost in my remembrance of San Antonio, Texas are: the Alamo and the horny frog.

San Antonio is situated in the south central part of Texas. It is here that the famous Alamo is situated. Nearly every one who has studied history knows that the Alamo is where the fate of Texas was decided. Where Crockett and a few hundred men held the Alamo against Santa Ana and his thousands of Mexican soldiers.

The Alamo is a large stone structure consisting of several rooms. When you enter the Alamo you first see a large room or hall. Branching off from this hall are smaller rooms. Over the door of each room is a tablet telling just what occurred in that particular room. In one of the rooms is a showcase in which are rifles, shells, cannon balls etc., found after the war. In this room you can buy souvenirs and in here you are asked to sign your name in a register.

In another room there is a large sunken hole. It is supposed that some-one is buried here. And the Mexicans tell you that after dark you can hear him tapping on the wall.

Going back to the large hall; in one corner may be seen a picture of Crockett. On the walls are streaks of blood now turned brown from age.

The next is the horny frog. It is a small animal of the frog family but it lives in the ground. It is not shaped like the common frogs but is flat and its body is covered with sharp horns. The horns on its head are sharper and longer than those on its body. And it is not harmful.

Written and type set by Jennie Hardesty.

T H E B U D

† THE LORELEY TRANSLATED FROM THE GERMAN †
by Ralph Pennington



know not why I say,
That I know a story of a kind,
That comes from the olden day,
And lingers doubtfully in my
mind.

The cooling air of twilight tells,
And the Rhine doth smoothly
flow.

The sun's last rays doth dwell,
And the mountain top doth glow.

The Virgin beautiful doth recline,
On yonder rock so fair.
Her golden jewels are ashine;
She combs her golden hair.

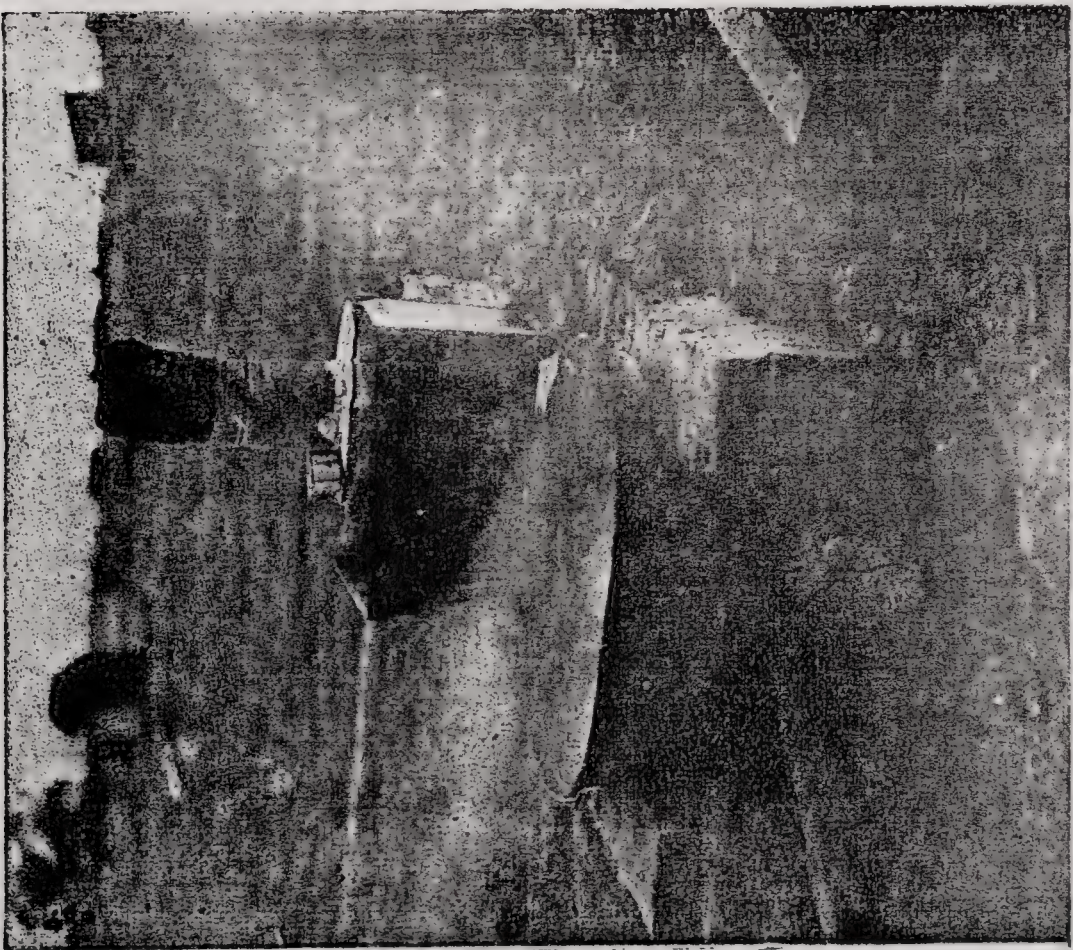
With a golden comb she combs her hair,
And she also sings a song:
That hath a wondrous strange air,
And is very sweet and strong.

The sailor in his small skiff,
Hears it with a longing pain.
He looks not at the rocky cliff,
He looks only across the main.

The sailor and boat go down at last.
On the rocks so hard and cold.
And the Loreley has quietly passed,
With her song from days of old.

Written, type set up and printed by
Ralph Pennington.





T H E B U D

† P H Y S I C A L C U L T U R E A N D A T H L E T I C S † by Grace Ferree

he present Physical Culture Class consists of about sixty pupils. The work consists of marching, cat-stepping, dumb bell and Indian club exercises.

Mr. Bicknell has taught physical culture here for the past three years. The class meets on Friday night of each week.

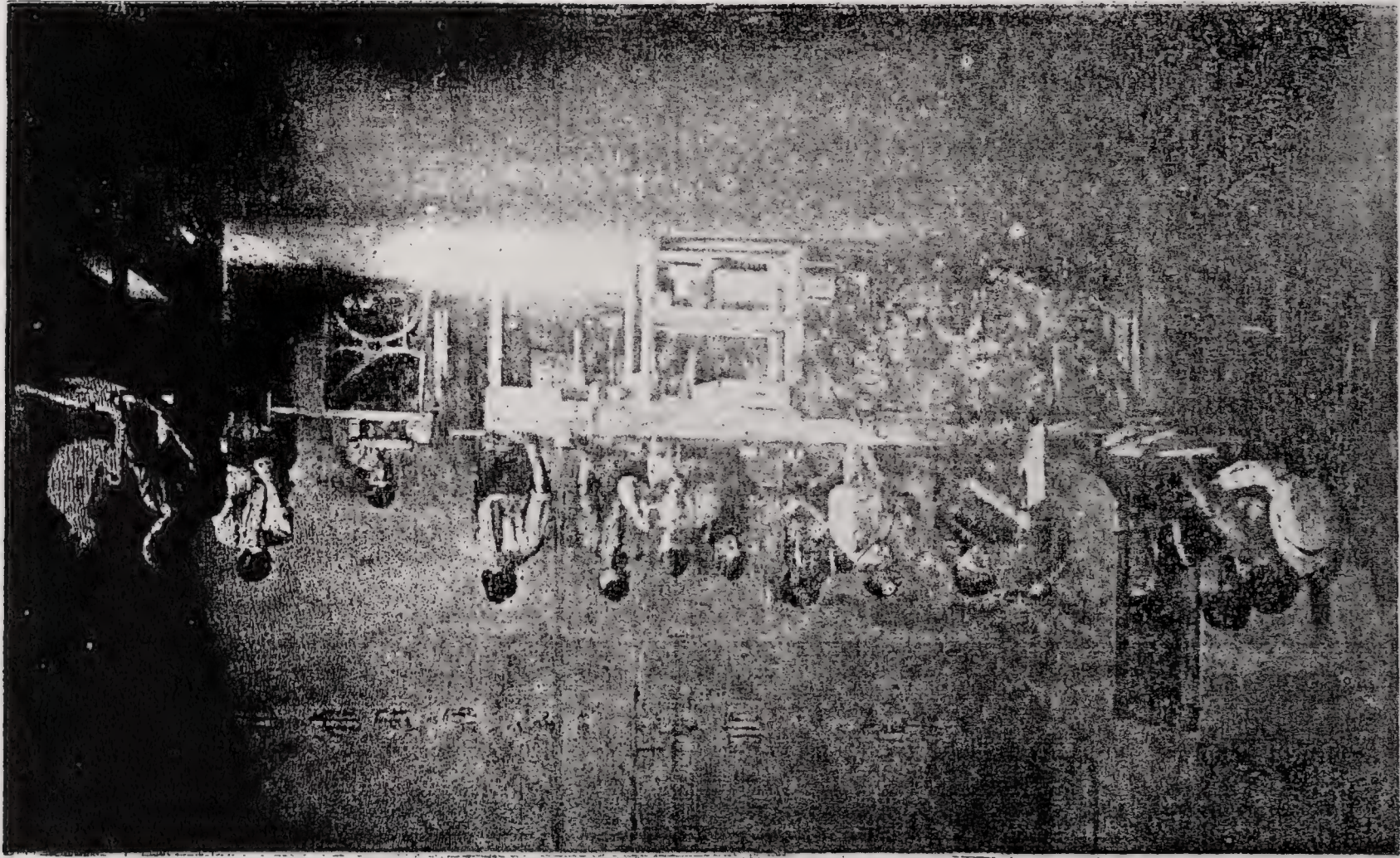
For the first two years the physical culture was held in the upper room of the school building, but this year it has been held in what used to be the store building of Phillips and Gray. The purpose of physical culture is to develop the body and make one more graceful in their movements.

We also had basket ball the first two years but could not play this year on account of not having a hall to play in. There were two teams known as the First and Second Graysville High School basket ball teams.

During the two years the First Team played twenty two games of which they won nineteen. They were never beaten but once by a High School team in this county.

The cut of the First basket ball team which appeared in this number was in the State Superintendent's report

Written and type set up by Grace Ferree.



THE BUD

† THE SCHOOL DISPLAY †
by Halcyon Badger



EVERYBODY is cordially invited to come out the 29 and 30 of March to our school display.

Several new things have been introduced into our manual training department, such as, leather tooling, book-binding, book-casing, embossing, saw piercing and venetian iron work. Also water coloring has been introduced into the school on Friday afternoons. Each girl and boy in school has made something out of these new arts at recess, after school of evening and on Saturday, with our own hands and we are anxious for other people to become interested in such things.

Come then and bring some friend with you to spend a few hours with us and see our work.

Some of the things that we will have on display will be book cases, tables, writing desks, chairs, magazine cabinets, picture frames and a hall clock, made by the boys. Table and dresser scarfs, canvas and linen sofa pillows, books, tool-leather mats and belts, made by the girls. Saw pierced copper and brass mat corners, drawings, paintings, reed and raffia baskets, brass calenders, leather blotter pads and many other things made by both the boys and girls.

We have the pleasure in making these different things and say, "We did it", but we hope to give you a great pleasure by showing and explaining to you the different methods of using these great arts. When you come do not be afraid to ask questions for we will be there both days to show you many different things.

Arrange your work and make plans to come out the last Friday and Saturday of March and bring some friend with you.

Written and type set up by Halcyon Badger.

THE BUD

† LOOKING FORWARD †
by Ella Plew



HANCING upon an old letter from one of my schoolmates with whom I attended school in Graysville in 1907. It brings back to my mind our school life together and how different our lives are now, than what we expected.

Here I am sixtyseven years old, ugly, sour and an old maid, for I run myself down in my younger days after the boys, had a beau every night in the week but none would marry, so I was left.

There was Ralph Pennington, who also had high thoughts for the future, altho short in statue. He is now a second-handed horse doctor, I say second-handed for no horse is ever submitted to his care unless second to death. The only pay he gets is by skinning the dead horses and selling the hides.

Hallie Badger was the next in our class to find her future occupation; shortly after leaving school she was married. Often I see her bumping along in an old green milch cart. She married a dairyman who owned an old hob-tail cow, the green cart an old mule; he had got the animal in a bone yard and purchased a hide of Ralph to stretch over the bones to hold the frame together.

Ruth Ingersoll was a naturalist, she always had her nose stuck in some kind of a flower searching for something new, until her nose is like a humming bird's bill, sharp and ready to peck at everything. She now spends her time digging safras root and gathering herbs, she has a remedy for all ills.

There was Creight Patton the hustler of the class. When Creight talked the words flew out of his month like a shot out of a gun. He was always in a hurry, wore out more sole leather then any one else in school. He finally got to selling

almanacs and got rich but the last time I saw him he was still in a turkey trot never having caught the thing he was after. A girl.

Jennie Hardesty was a new girl to us that winter. We expected Jennie to become a genius, but how disappointed we were when she lost one eye and sprained her spinal column peeking through a fence crack looking for a beau. She finally got one, but oh, what a sight. He was a banker's son. His father owned a clay bank where they got clay to make buckets.

Grace Ferree was also an honored member of our class. She once took first prize for having the largest nose in school, but Grace married a preacher and has been spreading the gospel ever since. We are satisfied tho for if we had the whole world we would want a piece of the lower region for a calf pasture.

Written and type set by Ella Plew.

REGARDING THE CUTS IN THIS BOOK

The page of wood cuts were cut on blocks by boys and girls. The first one by Halcyon Badger, the second by Lee Bennett and the third by Glenn Eno.

The cut of George Bicknell is from a photograph by Clarence H. White.

The other cuts are from the Report of State Superintendent Cotton and are as follows—Graysville Basket Ball team, Boys Working in Shop, Physical Culture Class, Class in High School Preparing Lesson in Agriculture, Picture Showing Last Year's School Display, and Picture of Furnace Boiling Color to color Raffia Used in Making Baskets.

Jesus, Blessed Savior

GEORGE BICKNELL.

FREDERIC HORACE CLARK.

1. Je - sus, bless-ed Sav - ior Thou, Fill me with Thy Spir - it now
 2. Make this sin-stain'd heart of mine, With Thy glow-ing radiance shine,
 3. Here I give to Thee my all, Guard me Sav - ior, lest I fall;

Send from Thy bright home above, Show - ers of Thy pre - cious love.
 Guide me with Thy mighty hand, Join me to the heav'nly band.
 Let no lurk-ing sin be - tide, Keep me ev - er by Thy side.

CHORUS.

Sav - ior, in Thine arms I lie, Be my strength or I must die;

Clothe me with Thy Ho - ly Light, Keep me pure, with - in Thy sight.

Copyright, 1896, by Frederic Horace Clark.

T H E B U D

* * * A N I N V I T A T I O N * * *

General Display of all of the Schools of Turman Township will be held at Graysville, Indiana, March twentieth and thirtieth, to which everybody is most cordially invited.

This is the little village school that has come into the notice more or less of the Educators of the State of Indiana through its attempt to introduce Manual Training work into its course.

The forthcoming biannual report of State Superintendent Cotton contains an extended illustrated report of this little school.

This year the Display will be far more elaborate than it has ever been before. And we are very desirous of having not only every patron of the schools of the Township come out, but every interested person of the county and we are extending this invitation to interested parties of the State and trust that they will journey here to see what may be done in a village school.

The Display will be Friday and Saturday, March twentieth and thirtieth but if there are any persons outside of the county who would like to see the Display but cannot reach it on these days we will be glad to hold it open for the following first week of April to anyone who will write us to that effect.

George Bicknell, Principal Turman Township Schools.



T H E B U D

The following letter was received near the last days of the school term by George Bicknell. It was from Ralph Collier—the eight year old son of Trustee, O.T. Collier—and was one of Ralph's first type-written specimens.

March 14, 1907.

Dear Sir:- Let me urge you to be as kind as possible in these last days of your school term, also see that David, Maude and Flo, are more kind and gentle than in amy days gone by. Let no unkind word be said. Be happy yourself and thereby make all others happy.

Yours truly

To Geo. Bicknell. Ralph Collier

The following reply was sent out to Master Ralph as a partial answer to the question raised.

Master Ralph:

I was glad to get your kind letter telling me the things I should do and I hand you here:

"AN AMICABLE SETTLEMENT OF THE WHOLE QUESTION."

I think you very wise my little man

To give such good advice to elder folk,
We need it often and the heart of youth,

Oft speaks, a wiser, better, nobler truth,

Than Teachers, Doctors, Priests, or grown-ups can.

You say, "Be kind today and all remaining days"

And this is just the thing we every one should do,

And for such good advice recieve my praise,

But do you know this truth, my little man?

That if the little ones were always kind to us,

'T'his world would be a better place: the fume and fuss,

And fret and worry of the world would almost cease,

If boys and girls would be just like they ought to be,

And live in loving Kindness and in silent Peace.

Very Sincerely,

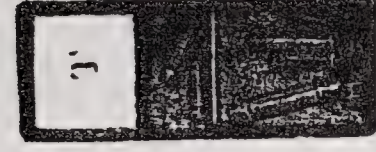
Geo. Bicknell.

March 15, 1907.



T H E B U D

† A N N O U N C E M E N T †
by George Bicknell



HIS is Volume One and Number Two of THE BUD—a little paper Published by the Graysville, Indiana, High School, at their own Press in the Graysville High School Building, in the month of March 1907.

This number was mostly done by the Second Year, consisting of M. C. Patton, Editor; Ralph Pennington, Class Poet; Ella Plew, Class Prophet; Grace Ferree, Assistant Editor; Ruth Ingersoll, Treasurer; Hallie Badger, Business Manager; Jennie Hardesty, Advertising Manager.

This book was entirely done by the pupils of this school. They wrote the articles, set the type, corrected the proof, cut the wood cuts from lumber they found in the back yard, printed the pages, folded the sheets, collated them and sewed, wrapped and addressed the paper. We had expected to get the paper out every month but are compelled to state that it will appear only every two months during the time that school is in session, and the next number will appear the last week in May.

Of this issue there were 400 copies printed and published with 300 paid subscriptions. All copies were signed and numbered, and this copy is number 270 and was worked by

Herbert Bamfield



We never sacrifice quality for price. We frequently do sacrifice Price for Quality, and this is one of the times.

Visit our dry-goods department, we keep an up to-date line. The quality of our goods are right and the prices are right. Our line of Straw Matting is complete, price ranging from 15¢ per yd. and upward.

We carry a large line of Brown's Star 5 Star shoes. Both Ladies' and Men's, both button and lace. All styles, prices ranging from \$2.00 to \$3.50 on Ladies', \$2.50 to \$4.00 on Men's.

Choice and Fancy groceries at lowest price; 20 lbs. granulated sugar \$1.00 Cash.

Buy your seed potatoes of us and get the best. All Northern grown. True to name Early Rose, Early Ohio and Early Six Weeks. Best variety of garden seeds both package & bulk. Peas & beans 10¢ per Pt. Packages 3¢, regular price 5¢. Mixed flower seeds 5¢ pkg. Sweet potatoes and all garden plants in season.

Our hardware department is up in line with anything you may need. Come in and get a Sewing Machine or a Talking Machine on the installment plan. Terms easy.

Before fencing your farm let us give you prices on our Pittsburg fence. Just recieved a car-load and have a good price as well as a good a fence.

We have one New Tiffin wagon left which will sell at cost. \$60.00 Spot Cash. One two row Stalk Cutter \$33.00 Cash. Ten-foot 60 tooth Steel Harrow \$9.00. Twelve foot 70 tooth, \$10.00. Vulcan breaking plows, 13 & 14 in., \$10.00. All above articles at cost, and some below; must have the room for other goods. Avery Cultivators and Planters, Parlin & Orendorff Cultivators & Planters, also Janesville's Goods. We are agents for D.M.Osborn's Binders, Mowers, Disc Harrows and Rakes. When in need of any thing come in and let us fit you out, we can and will if you will give us a trial for PHILLIPS & GRAY is RIGHT.

¶ SPRINGER & CARRITHERS the owners of the big busy department store of Sullivan are ready to sell you any thing found in a well selected up to date department store.

¶ They have a fine line of curtains ,carpets and rugs.Their showing of ready made garments and millinery are unequalled. ¶ They are offering the best qualities of men's clothing and shoes ever offered for the money. Visit their Dry goods department and see a well selected line of goods..

Ad Written by Ella Plew.

¶ IF YOU are thinking of going to college and can't decide where to go consider carefully the advantages of the Union Christian College of Merom Indiana. You might just as well go there as to go away from home. Their prices are suited to all. They also have many good societies among which are, The Franklin and Linconia Societies, Christian Endeavor, Young Men and Young Women's Christian Associations.

Ad Written by Grace Ferree

¶ W.E.WOODS the clothier of Sullivan carries the best up-to-date wearing apparel for men.His overcoats are verypleasing. In fact everything that he carries is of the best quality. He treats ervrybody alike for he has only one price. If Woods says so he will. W . E. WOODS The Clothier North side of Public Square Sullivan, Ind .

Ad Written by Bruce Badger

* A D V E R T I S E M E N T *

¶ PHILLIPS & GRAY, of Graysville, handle dry-goods, notions, carpets, boots, shoes and men's working clothes. Their grocery department consists of the finest and best line of groceries that can be found anywhere.

¶ They handle a full line of stoves, farming implements, steel-wire fencing and all other hardware found in an up-to-date hardware store. Their prices are the best for all kinds of produce. Don't fail to pay them a visit.

Ad written by Pearl Thomas

¶ J.E.YEAGER, our barber in Graysville, has been in the business for years and knows what he is doing. He is also a painter and paper hanger. All who have tried him have found that he does perfectly satisfactory work.

¶ If you need any work done in this line you can do no better than to try him.

Ad written by Glenn Eno

¶ S.S.YEAGER & SON'S place of business is conveniently situated in the northern part of Graysville on the main street.

¶ All kinds of blacksmithing, cement-work, carriage-making, painting, and wall-papering.

¶ They also do undertaking and in this business they are properly equipped for the work. They have both white and black Funeral-cars. Calls answered promptly day or night.

Ad written by Ruth Bosstick

* A D V E R T I S E M E N T *

¶ SCOTT BROS. of Sullivan, Ind., have one of the completest hardware and furniture houses that can be found in Southern Indiana.

¶ They sell Rex buggies and carriages, the special heating stoves, ranges, folding beds, kitchen cabinets, dressers, steel wire fencing, pumps and pump fixtures.

¶ Every thing sold on easy payments, so much down and the balance by the month. They also exchange new buggies for old ones.

Ad Written by Chas. R. Bragdon and Donald Jewell.

¶ REED & BATEY, who own the big busy music department of Sullivan, will sell you a strictly reliable piano at the lowest possible price. They guarantee every piano they sell.

¶ Every lover of music should own a musical instrument. No school is complete without an organ.

¶ If you are thinking of purchasing a piano go to see them, and let them show you what a small amount of money will buy. Better enter their free contest, running from January 1st to April 15th and get a new King piano.

Ad written by Ella Plew.

¶ S. PAUL POYNTER editor of the Sullivan Daily Times. This is the man and the paper on which you may depend. The paper is highly up-to-date in its publications. News of interest from all parts of the country appear in its columns. Much is being done on the part of the editor to make this paper better than the people expect it to be. The Times is a good democrat paper intended to give forth useful information.

Ad written by Ruth Bosstick.

* A D V E R T I S E M E N T *

¶ J.B.THORN has a large general store in Graysville. He carries a full line of dry-goods, groceries, hardware, queensware, clothing and general merchandise. Give his goods a trial and be convinced that they are the best. His prices are the best, and his service most courteous.

¶ He buys produce and pays the very best prices. His wagon is on the road at all times of the year. When you come to Graysville to trade come to him before going elsewhere.

Ad written by Sylvia Medsker.

¶ THE PLUNKETT Studio, of Sullivan, Indiana, kept by Rollin Plunkett and his wife, will show you a general line of photographs, and, you will find that their work along that line is of the best.

¶ Mr. Plunkett took some pictures of the Graysville High School, and the photographs were very satisfactory. If you have never visited his studio go and see what he has.

Ad written by Ruth Ingersoll.

¶ THE PEOPLES STATE BANK on the south west corner of the public square, Sullivan, Indiana, has a capital of \$ 100,000. Its fixtures are the very best. The safe is burglar-proof. ¶ The Bank will pay 4 % interest on all time deposits, and will loan money at reasonable rates. It guarantees a square deal to each patron whether a depositor or borrower. It will also furnish you bank money orders cheaper than any one else. Call and inspect their burglar-proof safe.

Ad written by Bruce Badger, Hazel Jewell and Elsie Shields.

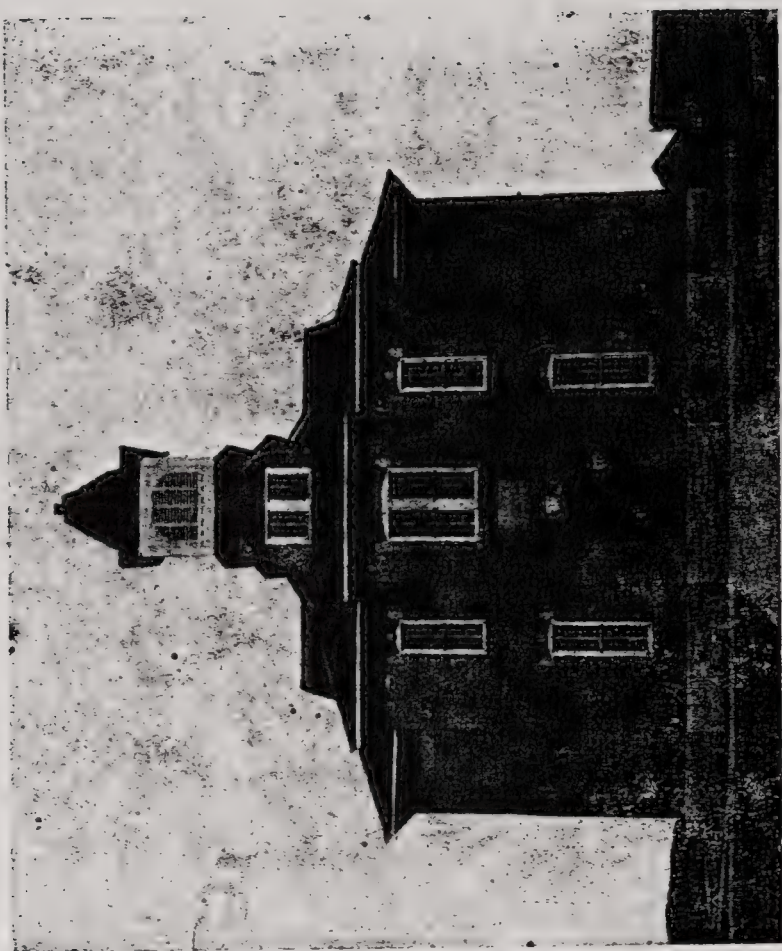


T H E B U D

VOLUME ONE, NUMBER ONE, MARCH 1908

SPECIAL EDITION

Published at the School Press, Office of Publication,
Greenville Consolidated School Building, Greenv-
ille Indiana. One Publication



Graysville High School Building

T H E B U D

T R A N S P O R T A T I O N b y I r m a P o u n d s

In the south central part of Turman township in district number six, is situated the little village of Graysville.

At this place in the year of 1903 there was erected a two story brick building.

E. D. Maple became principal, the year the building was completed. George Bicknell was the next principal. He held this position three terms.

In 1906 and '07, three schools were hauled to Graysville; viz: Big Springs, Concord and Thornberry. The next year Kentucky and Providence were added making five schools or a total of one hundred and fifty nine children conveyed.

Eight wagons are used to convey the pupils.

The wagons used are strong well built and fully equipped for all sorts of weather.

There are from fifteen to twenty-eight children in each wagon. William Benefield and E. L. Duffer haul the Big Springs' pupils; Charley Thomas and O. P. Badger, the Thornberry; Chas. Montgomery and Will Williamson, the Providence; E. A. Borders the Kentucky; and Orlando Thornberry the Concord school.

These children enjoy the advantage of a large, well lighted building; heated by steam.

Transportation is beneficial in several ways, it is thought to be cheaper, also a better quality of teaching is obtained

Each child has a better chance, because the teacher has only two or three classes, therefore more time for each.

Also when these children are all together under one



Richard Park, County Supt.

T H E B U D

system the trustee and teachers have a better chance to study what is best for them.

If the "Call of the Twentieth Century" is such that we are compelled to abandon the district schools, then, transportation is necessary, and the advantages gained by the manner of going and coming, is in itself sufficient proof that it is a success. For in all kinds of weather every child if able, is in the school room.

I remember once of plodding over the hill to district No. 5, wading snow, knee deep, and being the only scholar for the day. But, if we could have enjoyed the advantages then that we do now, all could have been there.

Type set up by Agnes Cushman and Gladys Pennington.

PHYSICAL CULTURE BY SYLVIA MEDSKER

One should not become so intent upon developing the intellectual powers that physical exercise is neglected.

No mind can think nearly so well and it is almost impossible to retain the health without muscular exercise.

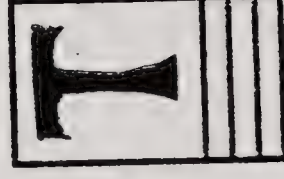
When one sits in a school room five days out of every week, and especially when the exercise of walking to and from school is not received, physical culture is very beneficial and some of our most noted men have emphasized the necessity of its teaching.

Physical culture has been taught here the past three years by Mr. Bicknell and is now to some extent being carried on by Messrs. Flint and Arnett. It has been taught in a great number of the colleges for several years with great success, and this alone would seem to be sufficient argument in its favor.

Type set up by Morse Pennington.

T H E B U D

OUR BASKET-BALL TEAM by Gladys Pennington



The basket-ball team which I have in mind

Is as good a team as is easy to find.
It's a great treat to see the boys play
So winning and fearless and cheerful and gay.

Now Carl is the captain so tall and so thin,
With a badly hurt knee and a badly skinned shin.

But now if you say, the game he will leave
You're badly mistaken, so your words please retrieve.

And Herbert the forward is not quite so tall
But short and thick like a Scotch butter ball.
'Tis by his face the people he charms
And say! he favors rings for the arms.

The other forward's name is Crate,
From school he's absent been of late,
But fast he moves and fast he plays
And with the game his temper sways.

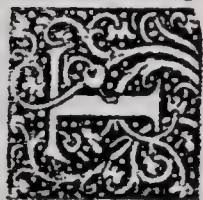
The largest guard his name is Jesse,
He's an awful flirt, I guess;
An artist too, I've heard them say,
Who paints pictures grand and gay.

The other guard you'll find quite small,
And bashful too, it just beats all!
But when the game warms up at last,
The bashfulness of Lawrence—has past.

Type set up by Agnes Cushman.

T H E B U D

M A N U A L T R A I N I N G
by Halcyon Badger



HE Manual Training department is growing to be one of the most beneficial factors in the schools of to-day. It has at least three effects on the children. First it teaches boys and girls how to plan or contrive the different pieces they are making; second, is the concentration of their minds on their work; and third it may show them how to find themselves out.

Our manual training department this year is being superintended by Bruce Badger. The number of boys and girls that are taking the work are about twenty.

Some of the pieces that we are making, are, writing desk, tables, chairs, magazine cabinets, china closets, folding-beds, and picture frames. After these pieces are completed (though some of them are small) I am sure that we will be stronger, greater, and more ready for life's great work, for it is through work, well done, that we grow.

The printing press has also added much interest in our school. We have only had it about two months and almost every boy and girl in the high school room can now set up and correct type and run the press. We have printed several cards for candidates and announcements, also printed this number of the "Bud."

When our school is over we will have more than just books to take home, but among our things will be the things that we have made in our manual training department.

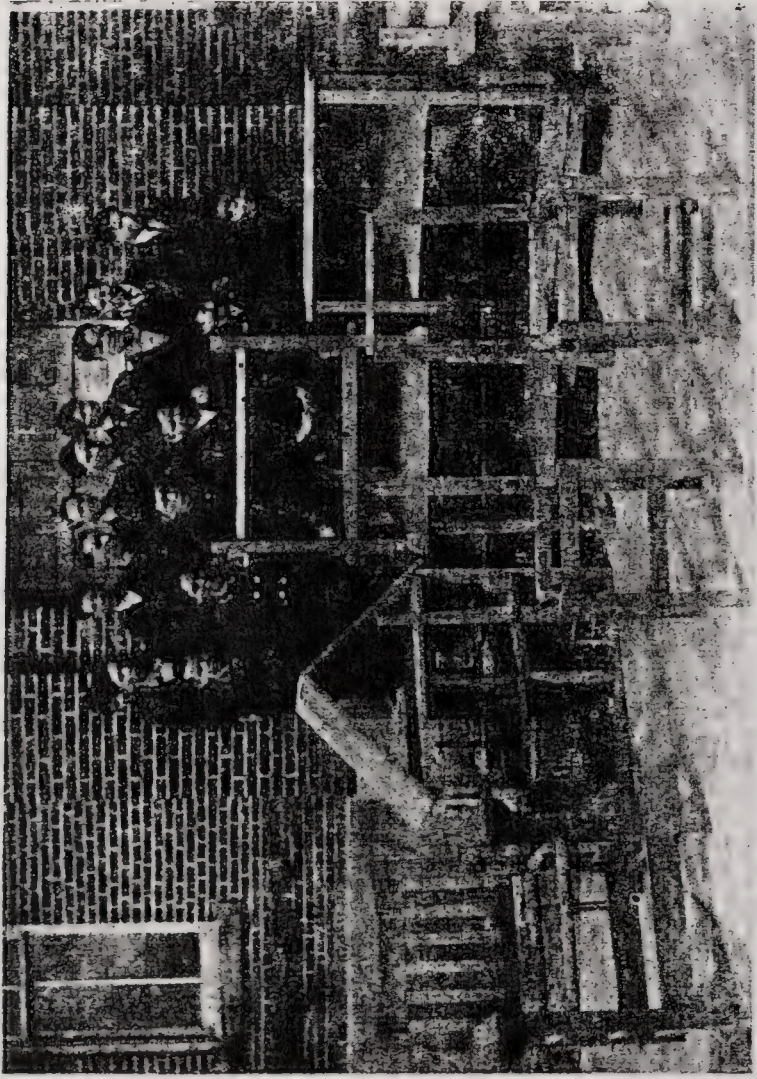
Type set up by Irma Pound and Mary Duffer.



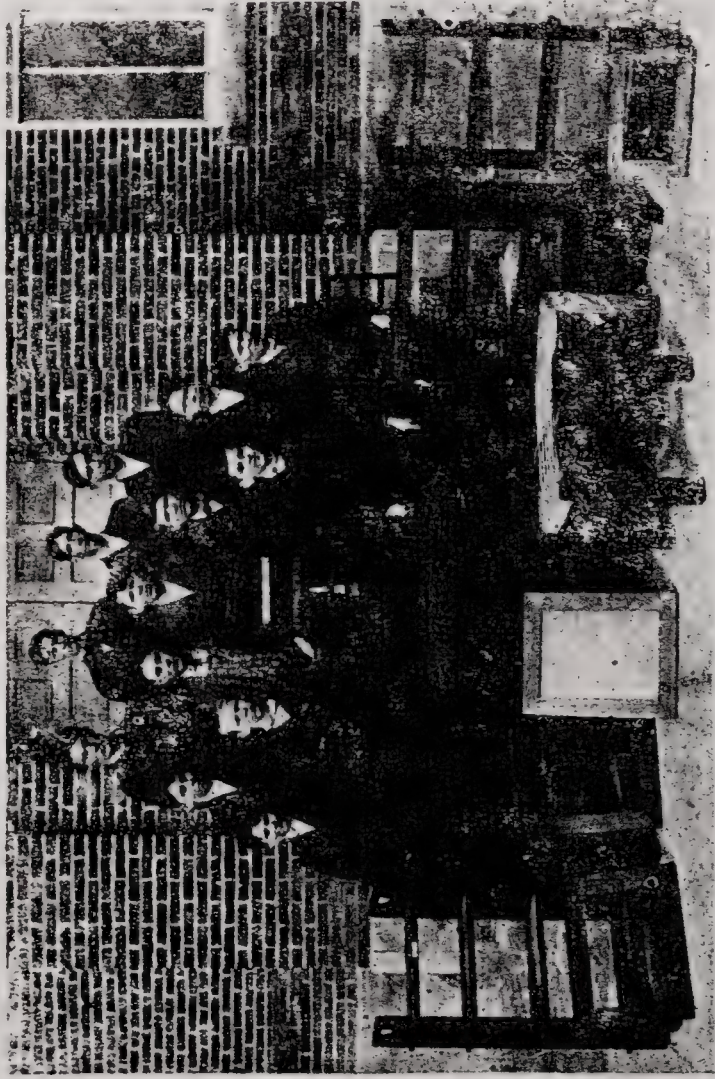
High School Basket Ball Team Victors in Every
Game of Season



The First Team of Girls



Wood Work Under Construction



Wood Work Completed.

T H E B - U D

A D A Y O F S C H O O L b y A. T. F l i n t P r i n .

THE last bell 8:45 A. M. Opening exercise usually consists of singing by the body of students, or reading by the teacher.

We have had very few solos or duets, and these took place not per announcement but when the school seemed somewhat indisposed.

Latin, the bug-bear to so many students is the first subject.

There are some most excellent latin students, but even the poorer ones have the model verb of the first conjugation.

One boy in particular while under the influence of his day dreams will with perfect ease begin: amo, amas, with less emphasis on the last as if not quite so sure.

One can understand and appreciate this saying of the great Preceptor, "Now is the accepted time, to-day is the day of salvation," when one has taught or studied Latin.

Latin is followed by Algebra. The first and second year are doing very good work in this subject. There is never a problem but what some one solves.

The Geometry class since learning that a straight line is the shortest distance between two points can not fully understand the old saying "The farthest way round is the nearest way home."

Our Literature classes have studied, "Silas Mariner," "The Lady of the Lake," "Merchant of Venice," "Miltons Minor Poems," and "In Memoriam," besides their work in Rhetoric and Composition. Ancient History has been one of the most interesting subjects to many of the students.

The student learns by this study more than any other

what constitutes and maintains a great nation, and that "History is a record of the struggle of the race toward freedom."

The third year has completed the book in Physical Geography.

On Friday evenings those who do not recite, print, weave, sew or e shop.

We also spend the last period of this day in Local Self Government.

Type set up by Fern Medsker and June Benefield.

† ABOUT OUR LECTURE COURSE †



SINCE the last number of our "Lecture Course" has been given, we think a word or two about it would not be amiss.

The first number was given by the "Cooper Novelty Company." It was well attended and well appreciated because it was of the kind that drives dull care away. We still believe in that old saying, "All work and no play makes Jack a dull boy."

The best attended number was the second one given by "Carter's Original Jubilee Singers." Some thot this the best.

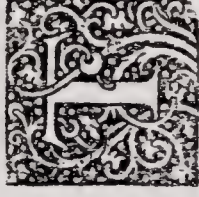
The first lecture was given by Dr. Wiggam; the second by Dr. Bible. Both were kind enough to visit our School and give us some very interesting and instructive talks.

Each lecture taught that the only way through a woodpile was to cut a way with the ax, yet each was repeated with optimism, and every cloud had a silver lining.

We take this last opportunity to thank one and all for their word of good cheer and their helping hand.

Type set up by Opal Shepard.

† A T H L E T I C S † by Creighton Patton



he basket ball teams which have played match games this season are the first, second, and third teams of the boys and the first team of the girls. The first High School team line-up is as follows:—Carl Burton center, Creight Patton and Herbert Benefield forwards, Jesse Borders and Lawrence Bicknell guards. They have played four games this season; two with the Fairbanks High School and one each with New Lebanon and Hutsonville teams. The Graysville team was victorious on each occasion.

The second and the third teams have each played a game with the Cass team; the 2nd, one, and 3rd, two games with the New Lebanon team. The second team has not lost a game but the third team was defeated in one game with New Lebanon.

The High School Girl team has played and won one match game. This game was with the High School team of Cass. They play under the official rules for women.

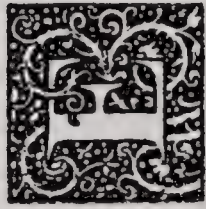
The line-up is as follows:—Jennie Hardesty, center and captain, Agnes Cushman and Nellie Arnett forwards, Halcyon Badger and Fern Coppage guards.

All the teams are under the management of Mr. Flint. Well directed athletics not only devolepes the muscles and puts the body into the best condition to stand the strain of school work, but brings out the best and noblest in each individual.

Type set by Nelle Shepard and Louise Bicknell.

T H E B U D

† A DAY IN THE GRAMMAR GRADES †
by H. H. Arnett, Teacher



ENTERING the grammar room you will find under my care sixty four boys and girls divided into grades six, seven and eight.

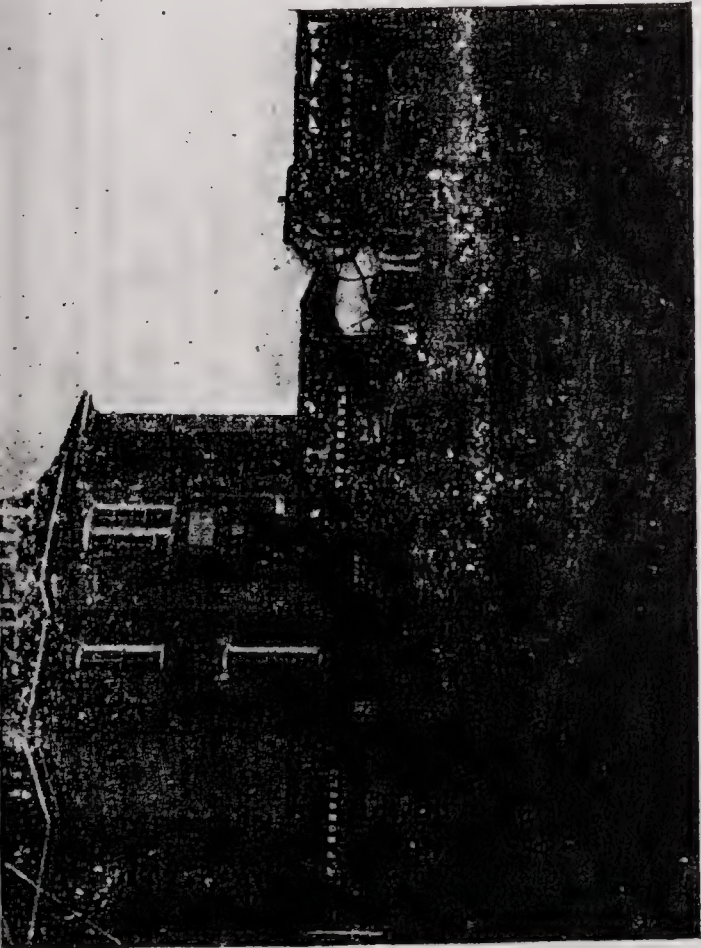
We begin our work proper at 8:45. At that time we have marched to our respective places and are ready for our opening exercises which usually consists of singing or reading. Quite often we are joined by the other rooms in this, our opening exercise.

At 9:00 A.M. we begin our study and recitation work. Each lesson is prepared for the morrow immediately after we have recited in that subject. This gives the pupils a chance to apply what they have gained through the recitation.

The first period is taken up principally by Reading in the three grades, presented in different ways: usually we have a written assignment. The selection is generally studied first as a whole, then separated into its parts whereby we study the words and sentences, getting the thought and expressing it orally and finally writing it in our own words in the form of a story. A part of this period is given to History. This subject also takes up a part of the second period, the remainder of which is given to Arithmetic.

The third period is the Language period leaving the fourth for a mixture of Geography, Physiology and Spelling.

Friday afternoons are set apart for Agriculture, Drawing, Water Color and other forms of Manual training.



Graysville School at Four O'clock — 1906-7



Four O'clock — 1907-8

T H E B U D

All are required to be present at the Agricultural period but the rest is elective—some take the Water Color and Drawing, some wood work, some needle work and others raffia and reed.

The care of the school room is given almost entirely to the pupils. They look after the cleaning of the boards, arranging the books and other articles, waiting upon visitors and getting every thing in order to leave the room at the close of school.

At a given signal every one knows his place and does his work willingly and gladly. This I think, aids in giving to the boy or girl the idea that he is a part of the institution and is conducive to the true school spirit that should pervade every school.

Printed and type set up by McClure and Ingersoll.

† GRADATIM IN STORY †
by Emma Ryland, Grade Six

He man that wrote this story was Josiah Gilbert Holland. He says that you cannot reach heaven by doing one good deed but you must keep doing good deeds all the time. Each good deed you do is a step nearer heaven. When you start in to do the right thing, if you carry that plan out it will be easier to do the right thing the next time. We do not have to go away from home to find some things to do, but we can find them all about us.

When we are young we start out to do better but before long we become tired and soon we are doing the wrong things again. He says that angels have wings but men have feet, because they have to do the good deeds on earth. He says there is no ladder from the earth to heaven, that the only way to heaven is by doing good deeds.

T H E B U D

† WATER COLOR AND DRAWING †
by Ollie Alsop, Grade Eight



THE people never heard of such a thing as drawing and water coloring years ago. But the school went on just the same with out them.

Year after year more new studies came in to the schools. One of them was drawing and water coloring. This teaches the children how to draw things, and to color them.

This is as important as any other kind of work that is done in the school. It teaches the person just as much as Reading, Arithmetic, Grammar, etc. Some people like to do this kind of work and some can do it better than others.

We take one half of a Friday afternoon for Agriculture, the other half for drawing and coloring. We first draw some kind of a picture free hand, no tracing, and then color it as found in the original.

When this work was first heard of, no one knew much about it, and they didn't think it was of much use and would not do the children much good, but would take their time from their other work. Now, most people think it does the child as much good as their other studies.

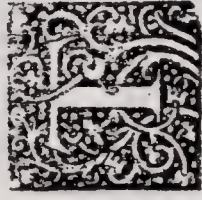
If any one would study this long enough they might become artists by turning all their attention to this work alone.

Any one that starts to school now has some kind of work along this line.

Type set up by June Benefield.

T H E B U D

† AGRICULTURE †
by Pauline Medsker, Grade Seven



THE purpose of agriculture is to interest pupils in farmwork and to interest farmers in school work and to educate pupils for the farm.

In early days people knew nothing of the study of agriculture. They only knew that their soil was either clay, sand, loam or clay sub-soil and that they planted their corn and oats in the spring and their wheat in the fall.

Their farm implements were of the rudest kind. They must clear the ground of trees, then plant and tend their corn with a hoe.

They sowed their wheat broadcast and harvested it with a hand machine called a cradle. With these slow means of farming very small crops were raised.

It was that unnecessary for those who expected to remain on the farm to be educated. Those receiving an education would leave the farm and hunt work. But people have come to the conclusion that to be a good farmer we must study the subject of agriculture.

We began the study of agriculture in our school last year. The text book we use is First Principles of Agriculture by Goff and Mayne.

Recitations are conducted once a week. We have just begun the study but we hope to get great results from it.

Many of the pupils of the T.p.H.S. live in the country and this course of study should be studied in order that it may prepare people for a prosperous and happy life in the country instead of educating them away from the farm.

Type set up by Jennie Hardesty

T H E B U D

† THE BATTLE OF WATERLOO, IN STORY FORM † by Fern Coppage, Grade Eight

HE cause of the Battle of Waterloo was that France was trying to get possession of all the European nations. The principal leaders of the two armies were Napoleon, leader of the French and Wellington, leader of the English.

A few years before this battle Wellington had been over the ground and had examined it as a possible site for a great battle. Napoleon had never been over the ground but had sent out a man to see if the ground was alright.

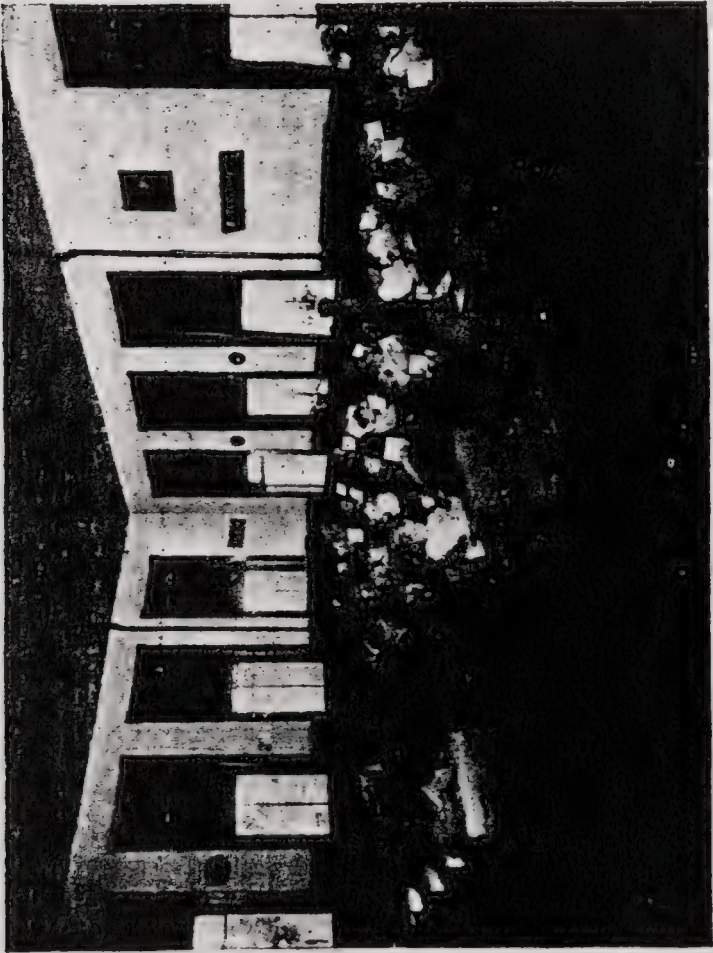
The English had some advantages of the French, they had more men. Wellington himself had been over the ground and they were above the French.

Napoleon had won in nearly all of his battles and about four o'clock it looked as if he was going to win this one for the English who were upon the plateau began to fall back. Napoleon thought they were retreating and rushed towards them. Between him and the English was a sunken road. Napoleon did not know this, into this they ran many men were killed but this did not discourage them. The other men became equal to ten.

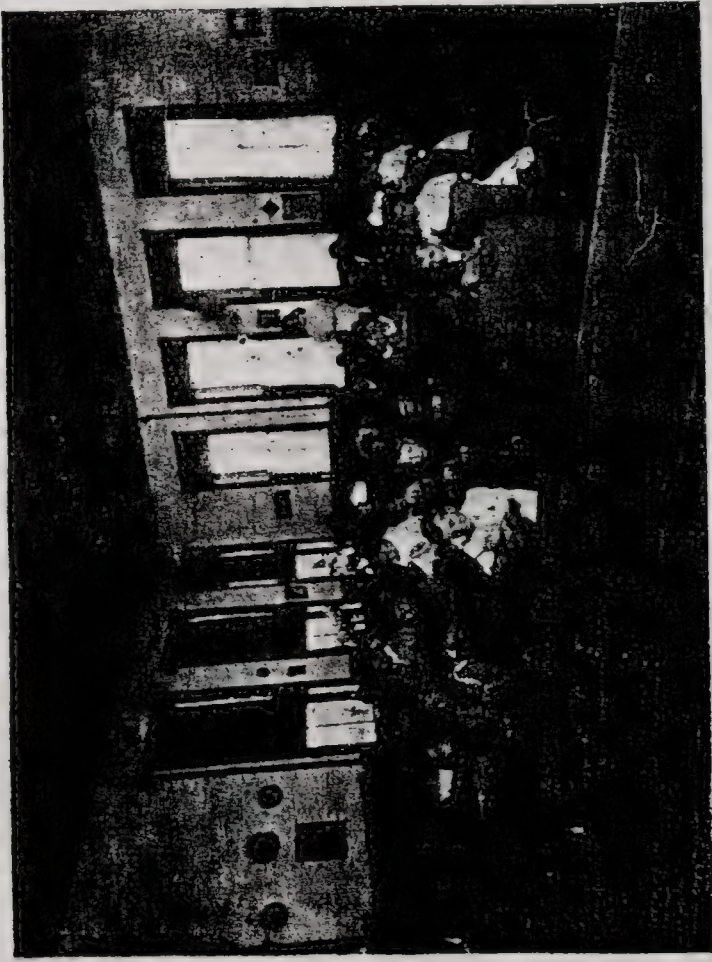
When the French came to the plateau they thought to see the English running, but instead they were ready to recieve them. The battle began and the French seemed to be winning. Wellington remembered his cavalry, if Napoleon had remembered his infantry he might have won the day.

Wellington's men came up and surrounded Napoleon on all sides. Napoleon was defeated.

Type set up by Hazel Jewel.



Class in Sewing in Primary Room

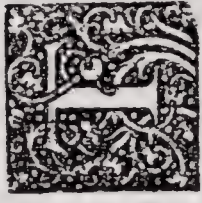


Sewing and Whittling in Intermediate Room

T H E B U D

ELEGY WRITTEN IN A COUNTRY CHURCHYARD IN STORY FORM

by Oma Monk, Grade Eight



Thomas Gray was in a country grave yard, it was almost dark. The bell was tolling in the village and the cows were going home from the pastures, the plowman was going home from work, everything was still except the beetle and the sheep bells lulling in the folds.

The owl seemed to be complaining to the moon from the ivy covered church tower. Then Gray began thinking of the people buried in the graves under the elms and yew trees. These people were the forefathers of the village but he says that these old people will never be awakened again by the cocks loud call or the swallows in the shed because they are dead. The fire shall burn no more for them or the busy house wife do her evening work nor the children shall run to meet them again.

The forefathers were farmers who never wished to change their way of living. The people who are living now should not laugh at those people because they did not have a chance to get an education. We will not be any better when we die than the forefathers, they might have been rulers, musicians or senators.

And Gray says that when he is dead some gray headed man may talk of him as he is talking of the forefathers and he wants them to write on his tomb-stone that he was unknown to fame or fortune and he had received from heaven all he had wished for and that was a friend.

Type set up by Sylvia Medsker.

T H E B U D

† THE DAY IS DONE IN STORY FORM †
by Lulu Pennington, Grade Seven

Day is over and the night is coming on slowly, just like a feather falls from a dirb flying. Longfellow is just close enough to a village to see the lights gleaming thru the mist. Some one has died and been buried in the village cemetary, and as he looks at the village lights, he thinks of this person and it makes him sad. He wants to forget his sadness. In order to forget it he tells his wife to read a poem. He does not want her to read a poem written by the grand old masters, or by noble poets. He does not want her to read a poem written by them because their thoughts suggest, lifes endless toil and he wants rest this night. He wants her to read this poem written by a humble poet, which he can understand as she reads it. They have a book which they think more of than any other. He told her to read the poem from this book, and if she would read all the meaning into it, he would be happy that night and wouldn't think of his sadness any more.

Type set up by Francis Eno.

THE glory of man's work,— yours, mine, everybody's,— is the chiefest glory of his life. It is not gold or silver, or education, or culture; it is not honesty or virtue or anything which we may possess that makes our lives worth living. Our success or failure depends on what we do with what we have.

WILLIAM CHANDLER SMITH.

T H E B U D

† WHY, THE CONSOLIDATED GRAYSVILLE HIGH SCHOOL †
by O. T. Collier, Trustee



HERE was erected at Graysville, Ind., a large two-story brick school building, a few years ago by our trustee, William Thornberry.

He fitted the two lower rooms for school purposes, and added one more teacher to the teaching force of the township, in order that a few high school subjects might be taught to the advanced pupils.

One teacher taught 1's, 2's, 3's, 4's, 5's, and 6's; the other teacher taught the 7's, 8's, and high school subjects. This was not a very good classification, yet it was a stride in the right direction a step forward. This condition existed for three years.

The work of this school was commendable and gave satisfaction to both patron and pupil, but a better classification as well as a school doing high school work alone was and is the thing for which we're striving.

Mr. Thornberry went out of office in January 1905. He said to me, "If you can centralize the schools, do it." I had taught school for Mr. Thornberry eight years and he well knew my position on transportation and consolidation of the public school.

Here are some statistics as given us by the state:

There were 280 consolidated schools in 1904; 301 in 1906. There were 5356 school children transported in 1904; 9424 in 1906.

Sixty counties favor transportation; four counties do not favor transportation; one county fairly well pleased with it; one county is undecided; three counties sentiment divided; twenty-three counties have never reported on this question.

T H E B U D

There were in 1906 about fifty township graduates and under the law could compell the township trustee to transfer them to a high school. The maximum expenditure would be \$940 per year here, and this amount might increase.

The Big Spring school house situated one and one-half miles of Graysville, the Thornberry in two and one-half miles of Graysville, the Concord in one and three-fourths miles of Graysville. Neither of these places have wells of water; two had no out-buildings of any value; two needed repair.

This township had, at this time, as able a force of teachers as in its history; perhaps, we would never have an opportunity again to get teachers from our own township who understood, and were able to begin and successfully manage a consolidated school.

In view of the facts set out we thought it wise to abandon on districts five, seven and twelve and consolidate them with the Graysville school. As already indicated we were compelled to establish a high school, then, let us not increase the teaching force to fifteen teachers to get it.

The law regulates how all schools may be abandoned and in this case the consent of the tax payer of the district is absolutely essential.

Three petitions were written, setting out six reasons for consolidation. Big Springs had thirty-one for the plan: two—W. H. Pound and E. L. Duffer—against it. The Thornberry had eighteen for the plan: three—William Burnett, Ezra Burnett and Silas Johnson against it. Concord had seventeen for the plan: four—E. E. Stanley, John Green, C. C. Phillips and J. F. Parsons against it.

Fred Parsons being a teacher was not asked to sign the petition. We, then, equipped the two upper rooms for

T H E B U D

school purposes of the Graysville building and put in a steam heat plant. Four school wagons were bought to transport the three district schools to the Graysville building.

George Bicknell, D. T. Cushman, Maude Arnett, and Flo G. Rasford had charge of the new school. They realized the responsibility placed upon them.

On September 24, '06 school opened with 179 pupils. High school, under George Bicknell, 34 pupils; 6's, 7's and 8's under D. T. Cushman, 27 pupils; 3's 4's and 2's, under Maude Arnett, 44 pupils; 1's and 2's Flo G. Rasford, 44 pupils. These four teachers understand, I think, the necessity of educating along the three sides—the intellectual, the physical and moral—or child life. They worked honestly and faithfully for and with the children, their whole life was in their work. I shall ever remember them for their kindness, and the genuine school spirit which they manifested in their work.

In March 1907 district No. 13 filed a petition with me to abandon and consolidate their school with the Graysville school. Every tax payer of this district signed this petition. In the August following, district No. 11—Providence—filed a like petition with thirty-three signers: three—F. M. Correll, C. C. Morin and R. A. Houghton—refused to sign. W. A. Arnett—a member of the advisory board—refused because of that fact. H. H. Arnett, a school teacher, was not asked to sign.

After consideration of these two petitions we granted their request. The supervisor was ordered to repair some roads and three wagons were purchased—one for Dist. No. 13 and two for Dist. No. 11.

On the 25th day of last September the school opened with more than 200 children—a few more than half of

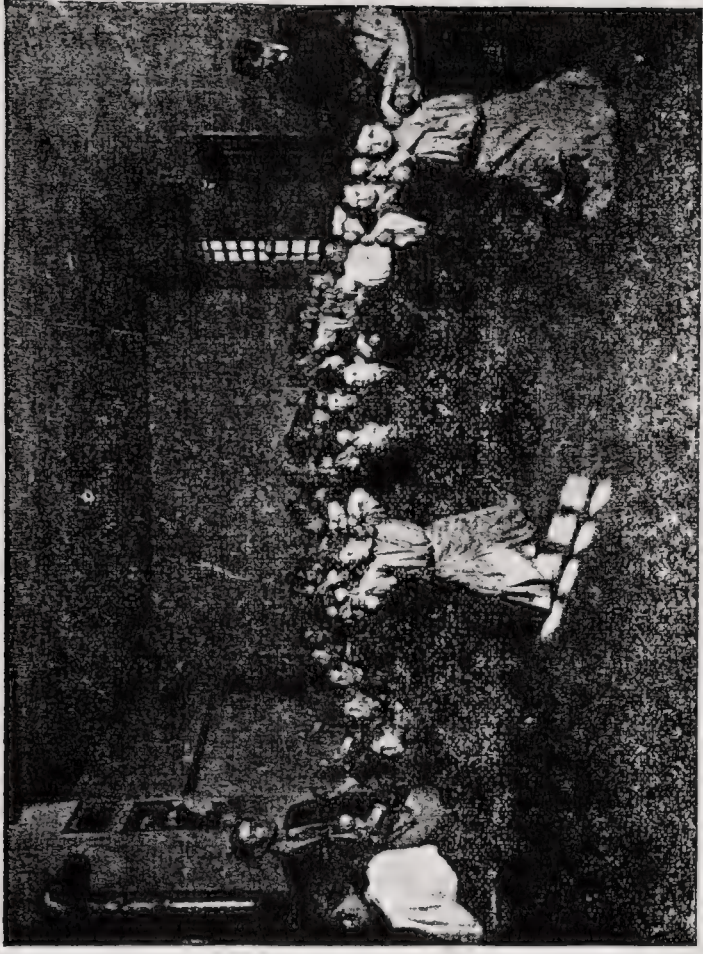
the children in the township.

We have asked the Graysville teachers to write an article telling you how they conduct the school, this I hope they will do for so many parents fail to visit the school. And we feel that they should know what the teacher is doing. Harmony with teacher, parent and child is absolutely necessary in every school in order to get the best results for the child.

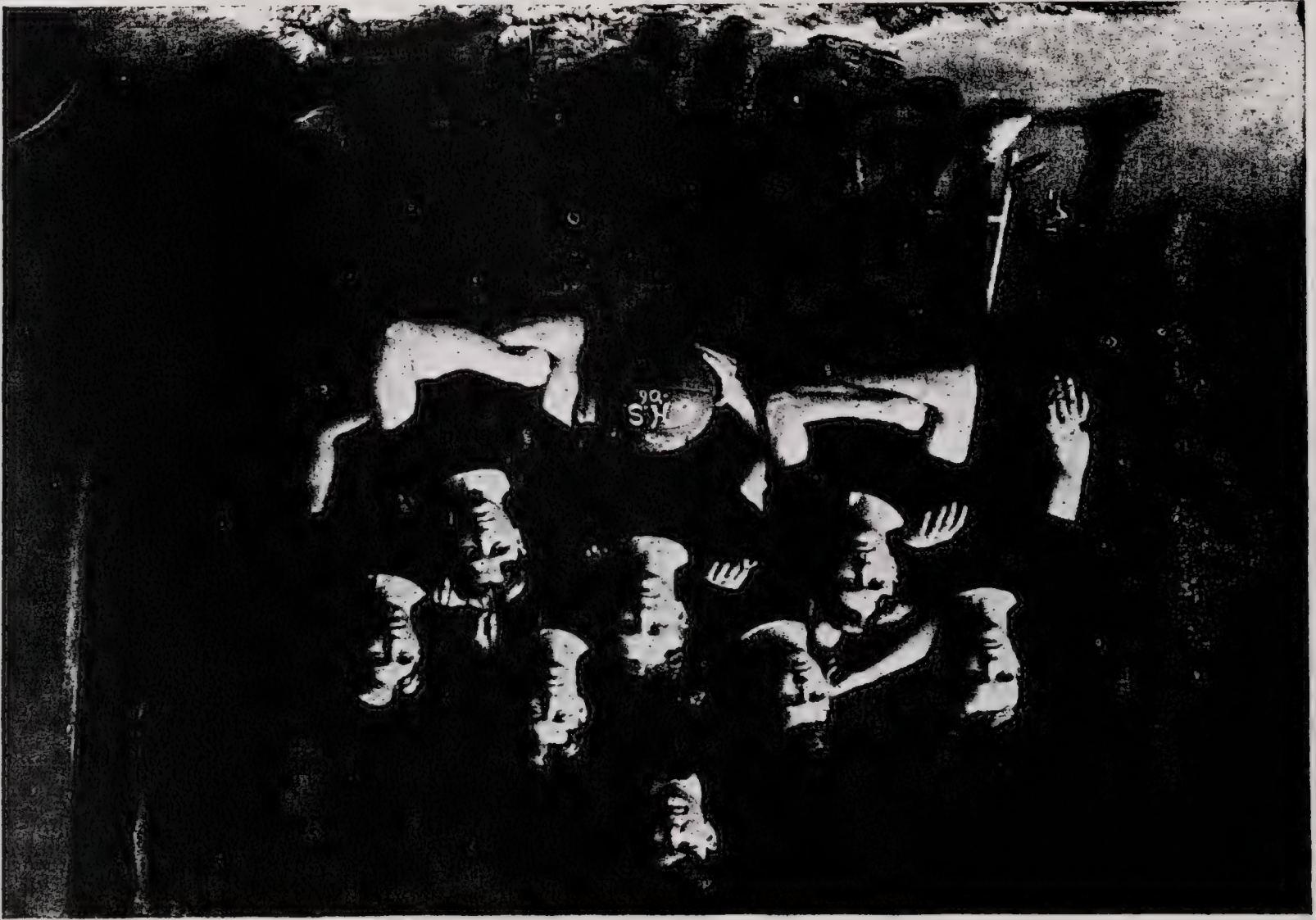
The township has about sixty-two hundred dollars invested in abandoned school property. We are now doing the work which was done in the five vacant school buildings with an investment of thirteen hundred dollars.

A saving in expense of four teachers, five janitors, fuel for five stoves and school apparatus for four rooms. This saving is a little more than the expense of the school wagon driver. We cannot maintain a high school in this township except by consolidation for twenty of the thirty-five pupils in the high school are transported from the five districts that are combined with the Graysville school.

The real reasons for the Graysville Consolidated School are:— Better classification; better teachers, teachers that are prepared to teach the particular grades which they can teach best; more time for the recitation; that the poor may have equal advantage with the rich; that the country boys and girls may have equal advantages with the town boy or girl; that music, agriculture, physical culture and industrial work might be more effectively taught; a greater social condition for the child; betterment of all conditions which we should put about the child in order that he may come back to the home or the farm better prepared for its labor.



Physical Culture Room



Champions of Sullivan County—1906

T H E B U D

† THE SCHOOL PROPOSITION †

by Richard Park, County Supt.



he school is the most universal concern of mankind. It touches every phase of the world's life. Its principal business is to prepare boys and girls so that they will not only live better and nobler lives at the present but stimulate them to higher and grander ideals for the future. The permanency of our republic depends upon the democratic spirit instilled into the lives of the young. The future welfare of the country is bound up in them.

The above being true, then it behooves the parents, patrons, citizens and officers to give to the growing generation the very best schools possible. This can only be done by a harmonious working of all these parties. The law of Indiana is clear on all these points and sets forth in detail the duties and privileges of each.

One class can not in any way take advantage of the other. In a very large measure, as it should be, the officers are the servants of the people and must do their bidding.

We have what are known as the district, consolidated, town and city schools.

The district school with its single room and twenty to forty pupils has been a great factor in civilization. With all of its grades it has been able to do a great work for Indiana. No state in the union or the world for that matter can boast of better district schools. For years to come we will have the single room school houses. Before centralization can come, we must have good roads and a willingness on the part of the patrons and citizens. A school can not be discontinued unless it drops below twelve in general average and there is a suitable place

to which to transport it or all of its pupils can reach other schools within two miles. On the other hand should the patrons wish to be transported to some other school and a majority of them petition the trustee to do so then it is his duty to do this and thus comply with their wish. The statute compels the trustee to obey the people in this particular.

The single school depends almost entirely upon the teacher. If she is strong, vigorous and progressive then the district enjoys a good, wholesome school. The personality of the teacher is always a vital factor in any school but in a single room school she must have the initiative and ability to manage, govern, teach and direct and must rely entirely upon herself except what little assistance she can get from the township trustee and county superintendent. These officers are so far removed that they can not call on her many times during her term's work. She generally has almost every grade represented and can give only a very little time to each class. Her program is full from morning till night. For this reason it takes the pupil in the single room school longer to do the work than it does one in the graded school. As a usual thing the inexperienced teacher is placed in the district school. As a matter of fact in this county it is almost impossible for an inexperienced teacher to get a position in a graded school.

The consolidated school offers the same opportunities to the country boy and girl that the town and city offer their boys and girls. The teachers are the very best the country can afford. The school is properly graded. The teachers have plenty of time for their respective classes. The pupils have the full benefit of all the work planned in the state course of study. They work with a larger number of their fellows in the class and much school in-

terest is aroused. They have a greater desire to complete the course. They can the more easily see the advantages of an education.

The consolidated school enables the teachers to do much work such as Drawing, Music, Agriculture, Manual Training and other forms of school work, now considered as a most valuable part of a working education. The pupils have the advantages of a graded school and also the privilege of returning home each night.

The Graysville consolidated schools have handled a large number of pupils. The actual school work is done in such a manner as to command the hearty respect and cordial support of all patrons and officers. The school spirit is much to be admired. No other school in the county gives so much attention to Manual Training, in any or all of its phases. **No other public school of its size in the state has such an equipment for good work.**

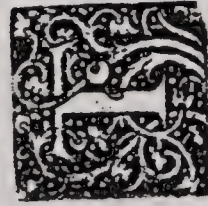
The great problem then is to give to the country boys and girls the same advantages that are offered by towns and cities. This can only be done by lengthening the term, and by centralizing the school. When this is fully done with the consent of the taxpayers then we will have good roads, fewer single schools, better equipment for schools, more artistic teachers and broader, more liberal and better educated children.

Type set up by Selma Ingersoll and Sylvia Medsker.

Education commences at the mother's knee, and every word spoken in the hearing of little children tends toward the formation of character. — H. BALLOU.

T H E B U D

† A FEW WORDS †
by A. T. Flint



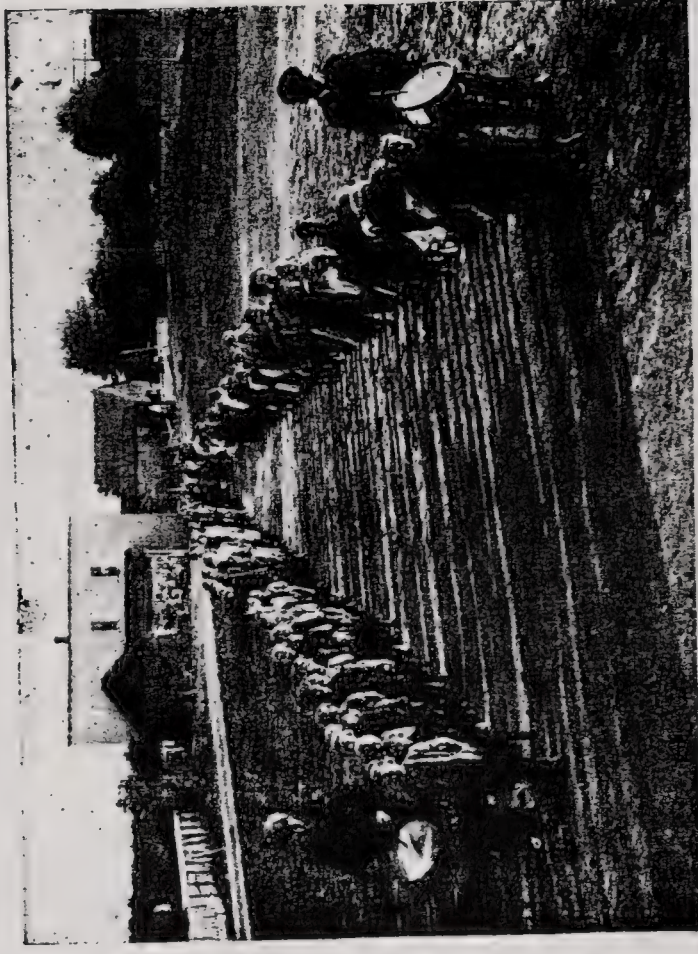
HANK God there are no free schools nor printing, and I hope we shall not have them these hundred years".

These words were spoken more than two hundred years ago by Governor Berkeley, a staunch Royalist who had little faith in a Democracy either religiously or politically. But we thank God there are free schools and printing and hope they will continue until they are relegated by something better. We now live in a different age, we also live in America, which Emerson says is another word for Opportunity. Not an opportunity for kings and potentates to assert their 'Divine' right and authority, but rather an opportunity where every individual can assert a right more divine than that of kings. Our government is such that its very existence depends upon the education of the masses.

The two great factors of this education are that free schools and the press, a press that can print what it chooses and can not be restrained so long as the printed matter is decent and is not libelous.

Most of the compositions in this paper were chosen from among a number of papers written by the pupils. The best was chosen from each grade. This, you see, not only furnished a very good stimulus for each pupil to do his best, but furnished good themes for original thinking and expression.

One never accomplishes very much unless one believes in ones self. So it is true with a school, every member must not only feel that he is a part of the school but



Ready to March

T H E B U D

must have an interest in it. The printing press may be one of the factors that creates an interest. A good interest, as every one knows, is the very life of such an institution. There is also some value in the knowledge gained by learning to set up type, correct and print. We believe only in leaving good enough alone when we can not substitute something better.

Pope has aptly put it thus—

"Be not the first by whom the new are tried,
Nor yet the last to lay the old aside."
But who does not like this?—

"New occasions teach new duties; Time makes ancient good uncouth;

They must upward still, and onward, who would keep
abreast of Truth;

Lo, before us gleam her camp fires! We ourselves must
Pilgrims be,

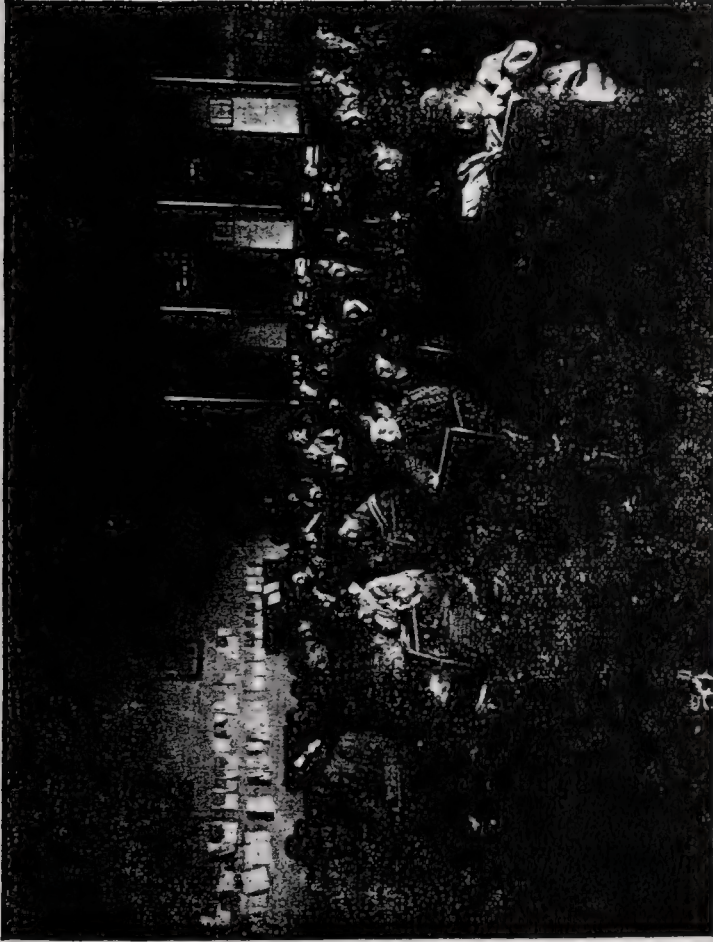
Launch our Mayflower, and steer boldly through the
desperate winter sea,

Nor attempt the Future's portal with the Past's blood-
rusted key."

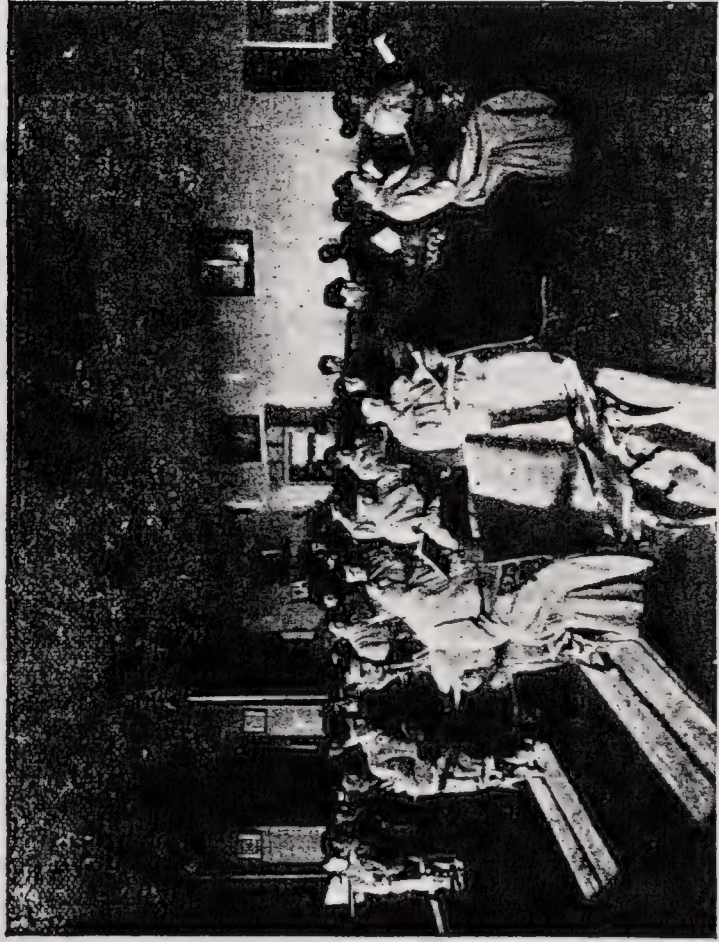
As no civilized nation would think of going to war with ancient weapons of war fare; or as no farmer would think of cutting his wheat with the reap hook or the cradle, so the teacher of to-day would not think of using the same methods, material, or apparatus in just the same way as they were used by his preceptors.

The result of such advancement is that a great number of High Schools are better equipped than some of the Universities used to be.

Type set up by Nellie Arnett and Roy Weir.



Class in Drawing in Grammar Room



High School Room

A DAY WITH THE INTERMEDIATES

by Maude Arnett, Teacher



oon after the ringing of the last bell, my pupils, sixty in number, line up, on the walk and to the beat of the drums, together with the remainder of the school march to the hall, where they part company with their comrades from the other rooms and march to their respective places in room two, where they together with their teacher are trying to learn more of life and how to really live.

The first fifteen minutes of the day's work are devoted to the opening exercise.

This is, first singing by all and then a story told or read by the teacher or occasionally a story by a pupil.

After the opening exercise the first part of the session is devoted to History recitation by the fifth grade, the lesson having been prepared at home or the day before.

The time from this until recess is given to reading in the third, fourth, and fifth grades.

These lessons are presented in the way I think required to get the most from them.

After recess the time is given to Arithmetic in the three grades and Physiology in the fifth.

After the Physiology class recites, we pass and get our lunch and eat our dinner, each child remaining in seat until the ringing of the ten minute bell.

After noon we devote fifteen minutes again to opening exercise. This is something different from the opening exercise in the fore-noon. Usually a talk, study of some statesman, musician, artist or writer, or study of some of their productions. This period is devoted to language work in the three grades, using the text book in each

grade as the basis. This work consists of both written and oral work. This work is very important and much emphasis is placed upon it.

After recess the first part of the period is given to Geography in the fourth and fifth grades. The latter part of the period is given to spelling in the three grades. When the work is finished the children put the room in order, arrange the desks, clean the boards, arrange the window shades and get their wraps and buckets. Then we sing our good night song or say a good night poem and they march out with a good night to me and to the other teachers standing near by and to many of the other pupils.

The time from each recitation until the rest period is devoted to seat work, used in connection with the preceding lesson.

The first period is finished by work on the reading lessons, written work, answers to questions or paper cutting to represent the lesson.

The second, by work in connection with the arithmetic, original problems, or problems from the book or board to be handed in.

The third, by work to impress the language lesson more emphatically.

In the fourth period the third grade only, have time for work after class.

This usually consists of picture drawing with pencil and charcoal; picture mounting, design work, paper folding and drawing, and other times some form of written work. The nature study and history are work taught in connection with the language work in the third grade and with language and geography in the fourth grade.

Music has no daily place on the program, but one les-

son is given to the study of the rudiments of music.

This is the regular work of my room except on Friday afternoons. This time is given to manual training, water color, drawing, wood work, sewing, and basket-making.

These lessons are very enjoyable and profitable to both myself and pupils. Altho much of our work is crude, yet the work is indeed a pleasure to the child. The pictures made are very dear to each one. 'Tis true none of them will probably become great artists, like Michael Angelo, Jean Francois, or Millet, but who shall not say these boys and girls shall not be better morally, mentally and aesthetically, because of having painted a sunset scene, a flower, bird, tree or dog.

This teaches them to observe more beauty in a flower, tree or brook, and to be able to see beauty even in the lowly things of life, for—

“In the mud and scum of things
Something always, always sings.”

And why not teach the boy and girl to love all nature; for all thru life he is nature's associate.

The time has past to send a child to school merely to learn to read “I see a dog”, but the day has come when we try to teach him to read, really see, and love a dog; for no boy or girl can have a proper regard for human beings as long as he hasn't for dumb animals.

I give the children suggestions on mat making, sewing, card board work, picture mounting, and other kinds of manual training and they carry this out, doing the work when they have their other work, at recess periods, and at home. The work is surprisingly good in the line.

I want to mention that this work is optional but all are doing some of it. The boys and girls that do most man-

ual training work are the best in the other work.

There are only a few days more of school this year. If, when the last day shall come, I shall sincerely feel that thru some word or deed, I have in some way aroused in each pupil a desire to think truly, speak truly and live truly or be able to say:-

“I framed his tongue to music,
I armed his hand with skill,
I moulded his face to beauty,
And his heart to the throne of will.”

I will feel I have not taught in vain.

Type set by Sylvia Medsker and Gladys Pennington.

† STORY OF THE GOOSE THAT LAID THE GOLDEN EGG † by Laura Durham, Grade Three

There was once a man who was poor. He had a little hut and lived by himself. He had no wife and no children. One day he heard a little tapping low down on the door. He opened the door and there stood a goose.

As soon as the door was opened, the goose stepped in and made herself at home. And the man was glad to see the goose. One day the man was surprised by seeing a gold egg in the wood box and he made the goose a nice nest. And by and by the man thought he was not getting rich fast enough.

So he killed the goose to get the gold but there was not any gold.

Type set up by Rush Davis.

T H E B U D

† MY FIRST PIECE OF MANUAL TRAINING. † by Carl Cushman Grade Four.

HE first piece of work that I made was a small chair. It was not a very important one. But I am sure it will do me a lot of good. It is fourteen inches square. The back is twenty-three inches high, and the stool part is ten and three-fourths inches high. I am making it for my two sisters. There are ten mortise pieces thirteen inches long. There are two back pieces, and four pieces holding the back legs together, and two for the rest.

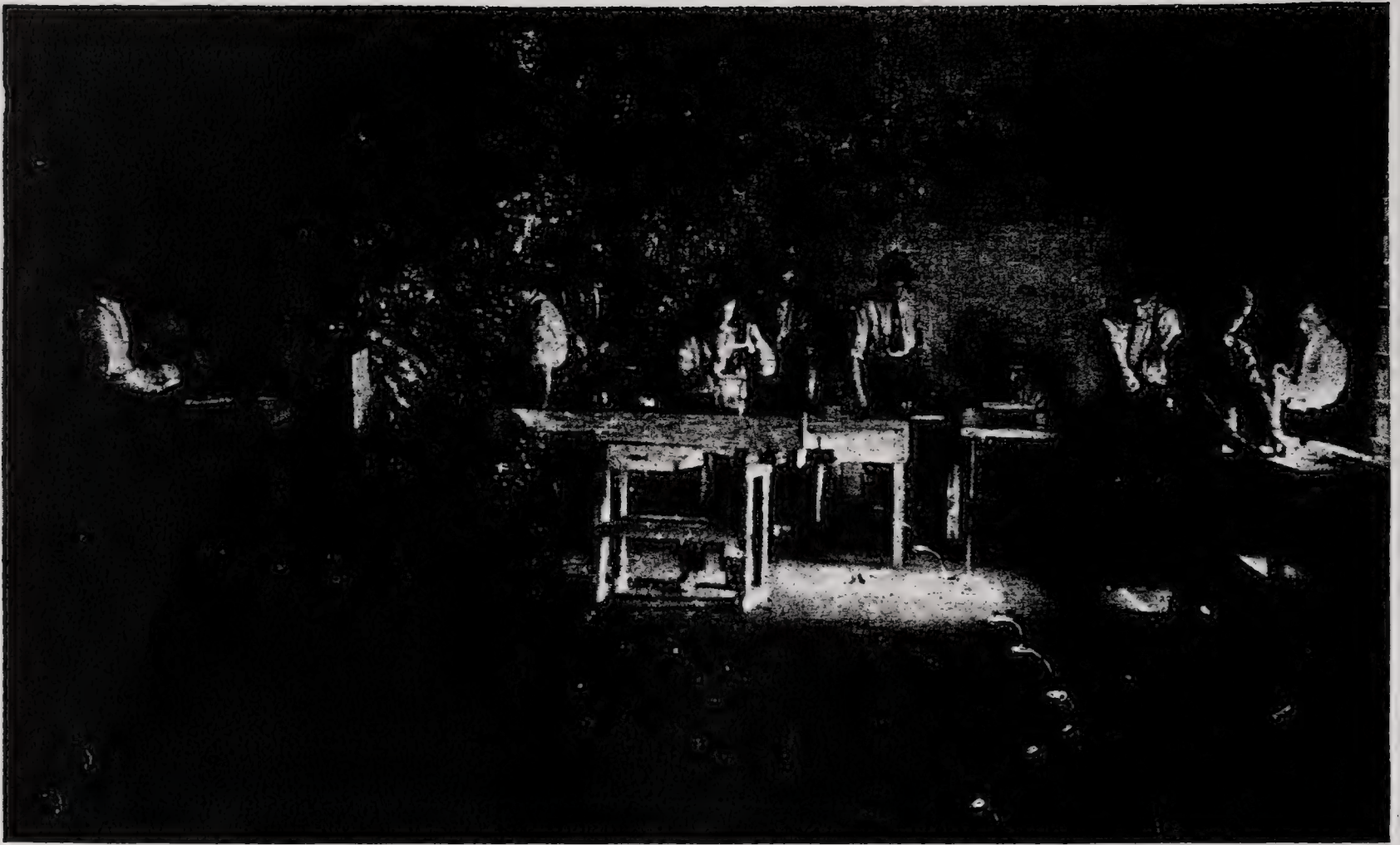
The first leg I began on was the back one. I got an oak board two by four inches wide. I took the thumb gauge and marked the middle of it on both sides. When this was done I took the rip saw and ripped it. The piece was long enough to make both the front and hind legs. They were two by one and a half inches wide after they were planed down and sand papered. I then took one of the hind legs and made two holes four inches apart and four inches from the bottom of the leg. I made four holes two side by side.

Then I took the chisel and made them square. I done the same thing to all the legs. Then I got an oak board one by four inches wide. I took the rip saw and ripped it.

This was about eleven feet long I am not sure because I did not measure it. I ripped it clear through so to make ten pieces each thirteen inches long. They were one by two inches wide. I planed these good and smooth.

Then I took the chisel and made the ends of these pieces small, one inch from the end so to fit the holes in the legs.

I done this to all of them. When it was done there was one foot and one half an inch left over from where I had



Wood Work Department

T H E B U D

made my first holes in the back legs. Two and three fourths inches from the top I made some more holes two and one-half inches apart.

The holes were just on the inside. There was two pieces here for the back.

I made all the pieces fit up nicely. And one Friday evening I had it ready to glue up I took the hind legs and four mortise pieces glued it up. Put it in a clamp and let it dry. Next I glued the whole thing together took two clamps and clamped it up tight and let it stay over night. Next morning I bought five pieces of sandpaper and made it nice and smooth. Then I took some cane and wove a bottom in it. Then I stained it with cathedral oak. Then I had it completed.

Type set up by Francis Eno.

† SEWING † by Zelda Thomas, Grade Five

Every girl should know how to do some sewing. All of us may not be dress makers, but we want to know how to make our own dresses.

Some people think it is not right to sew at school, but we do not do this when we should study our lessons. We do our sewing at noon.

If we do not learn how to sew at school, some of us might never learn how.

Some of the girls wanted to make aprons so they brought their goods to school. The teacher showed them how to make them.

We don't have to make these kind of things if we don't want to.

Some wanted to make baskets so they bought some reed and raffia. Almost every girl this year has done some sewing, and the boys have made some kind of wood-work.

T H E B U D

† THE STORY OF THE PANSY PLANT †
by Mabel Nowlin, Grade Three

The little green stub, when Jack brought it home, was in a small pot. Then Jack and Molly went to plant it in the garden. Jack said, "Now Molly, you run and get the watering pot while I set out the flower." They watched the plant for several weeks. Then one day it rained so that they could not get out to the garden to see the flower. The next day they went out and saw two big green heads and two big blossoms.

† MOWEEN †
by Luella Eno, Grade Four

Here is a story told by a hunter after a long walk thru the woods and they were resting on a mountain by a camp-fire. "No I never shot a bear. If you had been raised with bears like I have you would not ask such a question."

One day when I was a little boy my father and a neighbor went hunting and my father saw a big bear with three little cubs. "Oh! look," said my father. But before he had time to say another word the neighbor shot the mother bear. My father never spoke to that man again. The little cubs were not afraid of father and he carried the little one and the other two followed. He gave them to me and we had lots of fun. We played soldier and ran races, but one day two of the cubs were gone, but Moween the little one stayed. He did not want to go back to the woods with his brothers.

One day a man and a bear came to our house and the bear could dance. Moween was scared when he saw the bear dance. In the morning Moween and the bear had ran away and they never came back but I often thot Moween would, when spring came and we had maple sugar.

T H E B U D

† A DAY IN THE PRIMARY ROOM †
by Flo G. Ransford, Teacher



he way in which the pupils are marched in has been told by the other teachers.

After opening exercise, which may be a march, song, game, or a story, work is begun.

In this period, the pupils prepare and recite a reading lesson. Their seat work being some form of written work.

The period after recess is devoted to number work three days out of the week. This same period of the remaining days is given to History, Language or Nature Study lessons.

In the last part of this period, the dumb bell exercise is given. They then march in to the hall and get their lunch baskets, and back again to their seats, where they remain until they have eaten their lunch.

Most of the children spend a part of the noon hour on Industrial work, such as weaving rugs, hammocks, blankets, baskets, or mats.

In the after-noon, opening exercise may be a music lesson. It is often a talk about a painter, a musician or an author; or one of their productions.

This is called a Reading period, altho the class sometimes spends the time on a word drill for sound and pronunciation.

The seat work may be paper folding and cutting, free hand cutting, drawing, word or sentence building. This work is based upon the lesson presented, and is, I think, of much importance.

In the last period both oral and written spelling are given. A flag or star is given for a paper that is perfect



A. T. Flint Principal of Graysville School



H. H. Arnett Teacher of Grammar Grades

T H E B U D

in every way. The slips are made into booklets, and are kept by the pupils. After they spell they may spend the time remaining on their Industrial work.

Should you visit us, this, in general, is the work you would find us doing.

The closing bell is a signal for the room to be put in order. The children do this. Some clean the boards and erasers; others arrange the desk, the organ, and the shelves.

The floor is cleared of bits of paper, threads, raffia and such. The wraps and lunch baskets are passed.

The Good Night Song is sung and the line passes out, leaving a strange quietness and oft a tired and meditative teacher who wonders if she has been the kind and patient guide of His Little Ones that He would have her be.

† A WISE FAIRY † by Kitty Eno, Grade Two

There was once a country across the sea and in this country there lived a good fairy. She was not only good but she was rich and she loved people that had no friends. She had her home in a tree so she could see all over the land.

Sometimes she saw poor women spinning and spinning there lives away she would hide a piece of gold in the flax.

Sometimes she saw poor children bring their goats up from the pasture or saw them milking till their arms were tired. She would put a piece of gold in their pails

Sometimes she would see some ditchers and they were digging in a wet dyke she would put a piece of gold where she thought their spade would strike.

One night a fisher heard her low call. Then a piece of gold fell out of his net.

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But if any ditcher or fisher or child or spinner bought shoes or bread or a coat the gold would be good.

But if any ditcher or fisher or child or spinner bought silk or wine the gold would turn to a lump of clay.

† DAVID AND GOLIATH †
by Mildred Shields, Grade Two

David was a shepherd boy. He lived on the mountains and took care of his father's sheep. He was with them all the time. While the sheep were feeding he watched them. If any strayed away, David brought them back.

One day a lion came and got a lamb. David followed it. David took it by the mane and killed it with a club. A bear came, he killed it too.

His father said, Leave your sheep my son. Go see your brothers. Take these loaves of bread to them and these cheese to the captain. When he got there they were ready for battle. Both armies were in line facing each other. They were standing still. David had the shepherd dog and some stones in the bag, and a sling. Gaint Goliath said, Am I a dog that you have come to beat me with a stick? David but the stones in his sling. He hit the giant on the forehead and he fell on his face. David was king. He went to the king's city. Girls came out and sang, "The king has slain his thousadns, David has slain his ten thousands."

Type set by Jennie Hardesty.

† BETTY BANTAM †
by Muriel Thorn Grade Two

Betty Batnam was a little Bantam hen. In the spring she wanted to set. The mistress did not want any

T H E B U D

more Bantams so she put Plymouth Rock eggs under her. There wasn't but one egg hatched. Betty lived near the school house. When the children were threw eating they would throw bits of bread and cake to her.

One day the school house door was open. Betty walked in and her big chicken followed her. It kept Betty busy scratching for her big chicken. How the children laughed.

† ORIGINAL STORY †
by Garland Johnson, Grade Two

The little boy was playing in the snow and his mother called "Garland come in the house," so Garland came in and said. "My fingers are cold."

† ORIGINAL STORY †
by Sylvia Stewart, Primer

Baby and Kitty was in the yard rolling a ball. Baby took the ball away from Kitty and Kitty scratched her. Baby went into the house crying and Mamma said, "What a matter Baby?" Baby said, "Kitty scratched her."

Type set up by Myrtle Osburn.

† A PRIMER LANGUAGE LESSON †
Using Words Underlined in Statements

The school is big.—Oasby Fuson.
The flag is white and red.—Cecil Stanley.
The shelf is low.—Thomas Kenneth.
The cat has kittens.—Ruth Thorn.

T H E B U D

The house is red.—Noah Johnson.
The box is red.—Louise Timberlake.
A dog barks.—Nellie Phillips.
The picture hangs upon the wall.—Herman Ridgeway.
The top spins.—Frank Thornberry.
A dog catches rabbits.—Harold Eno.
A flag waves.—Russel Huff.
The table sets on the floor.—Flossie Thompson.

Type set by Thomas Turman.

† WORDS UNDERLINED USED IN STATEMENTS †
by Cleo Riggs, Grade Two

A wagon is long.
Mozart is a musician.
Raphael painted many pictures.
A basket is tall.
A top spins.
The Sistine Madonna was painted by Raphael.
A oven bakes things.
The stove has fire in it.
A store is where people buy things.
A fence is tall.
A bucket is round.
Coal is black.
A train goes fast.
A ship sails on water.
A horse eats corn.
Some books are small.
Longfellow wrote many poems.



Maude Arnett, Teacher of Intermediate Grades



Flo G. Ransford, Teacher of Primary Grades

THE B U D

A WORD OF THANKS

†



RUSTEE Mr. Collier desires to express his sincere thanks to the teachers of Turman Township for their efficient work this year and especially to the teachers of the Graysville school for their earnest efforts to raise the schools of Turman Township to the highest standard.

To the members of the advisory board, for their helpful suggestions, and genuine interest shown in the schools, for in every way they have been heartily in favor of any movement that was for the betterment of the schools.

They have a genuine community interest, not a personal one for these three families are represented by only one pupil in the public schools

To the ex-trustees, J. P. Wilkey, J. J. Bragdon and Wm. Thornberry for their kindly advice, helpful suggestions and hearty co-operation.

To the school haulers for their honest labor, careful consideration, and prompt attention to their work.

To the parents for all they have contributed in any way to make the schools a success.

To the children for their excellent attendance, earnest efforts, respect with which they treated their teachers, and genuine regard shown other pupils.

To Supt. Park, for his hearty co-operation with every thing good and just to build up a thorough school system.

While the schools have been successful yet he hopes the time will come when the district children will all have as good a chance as the children of the consolidated school and all will have equal opportunities with the city boy or girl and this can be done by school officials, teachers, parents and children working harmoniously as one, for "United we stand, divided we fall."

He hopes always to stand for better conditions, better teachers and better schools.

Type set up by N.A., A.C., and G.P.



O. T. Collier, Trustee of Turman Township



O. B. Badger, Manual Training Instructor

THE B U D

†	Enrollment	†
THIRD YEAR H. S.		
Ella Plew	Fern Medsker	
Nellie Gray	Nelle Shepard	
Bruce Badger	Agnes Cushman	
Halcyon Badger	Ruth Eno	
Creighton Patton	Guy Phillips	
Jennie Hardesty	Eighth Grade	
Ralph Pennington	Leslie Bicknell	
	Ruth Burnett	
Second Year H. S.		
Frances Eno	Zoma Frakes	
Sylvia Medsker	Frank Ransford	
Donald Jewell	Ralph Coppage	
Roy McClure	Girtha Woner	
Jesse Borders	Claude Thompson	
Carl Burton	Emmet Nowlin	
Hazel Jewell	Lawrence Bicknell	
Myrtle Osburn	Ollie Olsop	
Herbert Benefield	Hesea Duffer	
Charles Bragdon	Fern Coppage	
	Ralph Morris	
First Year H.S.		
Gladys Pennington	Clyde Thomas	
Nellie Arnett	Emery Burton	
Mamie Poe	Roy Gorham	
Rush Davis	Morse Pennington	
Roy Weir	Chauncey Evans	
Andrew Harris	Ray Watson	
Mary Duffer	William Gray	
Selma Ingersoll	June Benefield	
John Ingersoll	Hazel Phillips	
Irma Pounds	Mabel Morris	
Opal Shepard	Herbert Arnett	
Lou Bicknell	Orland Stanley	
	Arbaces Burnett	
	Seventh Grade	

T H E B U D			
†	Enrollment	†	

Hosea McKinley
Veana Wallace
Laura Durham

Second Grade

Fern Montgomery
Kathryn Eno
Mildred Shield
Barthol Burnett
Pearl Holt
John Brown
Pauline Piety
James Phillips
Cleo Riggs
Muriel Thorn
William Johnson
Georgie Ransford
Garland Johnson
Constance Jared
Dewey McKinley
Robert Monk

First Year

Clyde Wier
Bernice Morris
Guy Sanders.
Helen Stewart
Floyd Pinkston
Clifford Gray
Garland Alsop
Herbert Holt
Hugh Burton
Helen Norris
Hazel Bell

Fuorth Grade

Samuel Johnston
Georgie Burton
Bessie Patton
Palmer Thorne
Luella Eno
Carl Cushman
Sarah Piety
Allie Borders
Clyde Jarred
Martha York
Eddie Nowlin
Marlow Arnett
Edgar Ransford
Reva Burnett

Third Grade

Vera Stanley
Ruby Stewart
Ralph Collier
Floe Coppage
Paul Gray
Daisy Woner
Brewer Benefield
Roland Pinkston
Thomas Mann
Elizabeth Pounds
Gilbert Parson
Mabel Nowlin
Clay Jarred
Gertrude Ryland
Ruth Johnson
Mary Mana
Emmett Thornberry

T H E B U D			
†	Enrollment	†	

Irvin Bicknell
Ray Daniels
Tressa Walters
Oscar Alsop
Mona Cox
Ocie Haines
Homer Davis
Ethel Morin
Lulu Penington
Ruth Duffer
Oma Monk
Ray Yager
Fred Yager
John Borders
Pearl Hazelrod
Bernice Bragdon
Will Bragdon
Paul Burton
Pauline Medsker
Mamie Brown
Herbert Burnett
Emory Stanley
Baxter Wallace
Ruth Houpt
Anna Monk

Sixth Grade

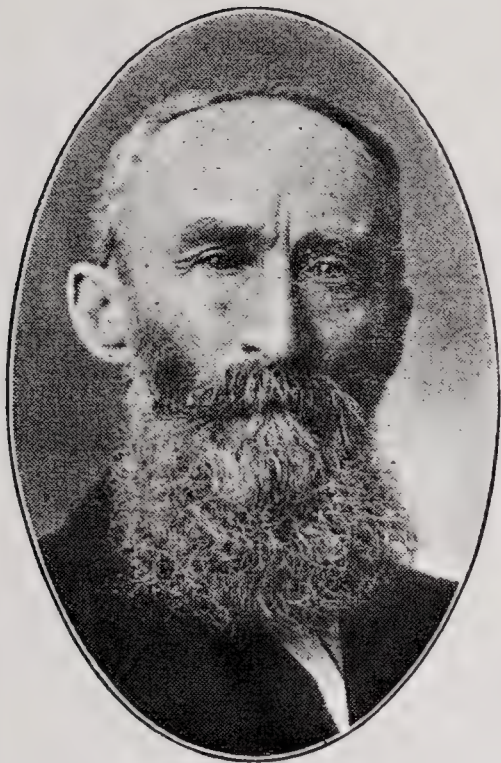
Hattie Thornberry
Ernest Thornberry
Willie Boles
Ralph Morin
Zella Hardin
Clarice Burnett
Maud Thompson
Essie Patton

Emma Ryland
Anna Wilkey
Roxie Gray
Roy Sanders
Roy Johnson

Fifth Grade

Zelda Thomas
Willie Gorham
Fay Woner
Abbie Gray
Mary Burton
Roy Ellis
Iva Osborne
Clare Burton
Hazel Burton
Ernest Stanley
Pearl Weir
Claude Morris
Goldie Arnett
Lonnie Jewell
Lillie Ridgeway
Clyde Brown
Edna Pounds
William Montgomery
Fern Burton
Hallie Pounds
Forace Thorne
Mary McClure
Hattie Collier
Bruce Coppage
Bessie Haines
Henry Ingersoll
Pearl Duffer
Roy Pinkston

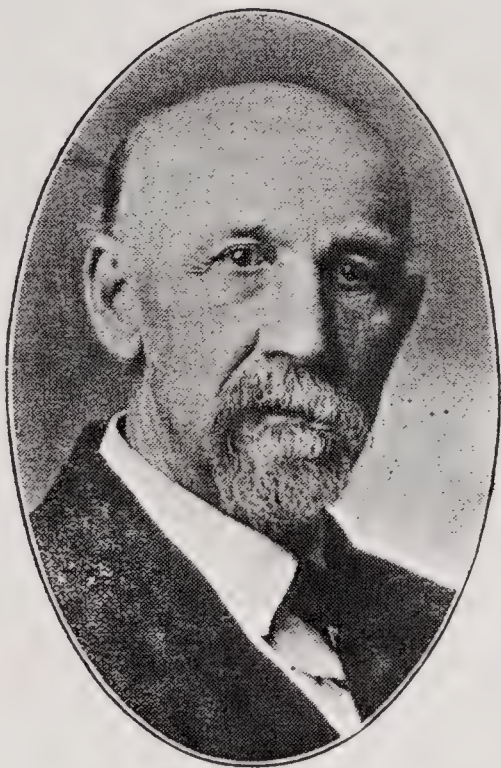
The Men Who Officially Have Helped To Make The Graysville Consolidated Sschool.



W. J. Thornberry
Ex-Trustee



E. G. Carrithers
Ex-Member of Advisory Board



J. P. Wilkey
Ex-Member of Advisory Board

T H E B U D		
+	Enrollment	+
Mina Moore	Harold Weir	
Harold Holt	Flossie Thompson	
Irene Craig	Cecil Stanley	
Clarence Houpt	Sylvia Stewart	
Julia Jackson	Frank Thornberry	
Fred Monk	Ruth Thorn	
Walter Gilkerson	Herman Ridgeway	
Primer Class	Noah Johnson	
Jess McKinley	Oshy Fuson	
Nellie Houpt	Orren Jackson	
Russell Huff	Nellie Phillips	
Thomas Kennitt	Louise Timberlake	
Harold Eno	Kennith Holt	
	May Johnson	



Joseph Gray
Member of Advisory Board



Dr. J. L. Durham
Member of Advisory Board



Wm. A. Arnett
Member of Advisory Board

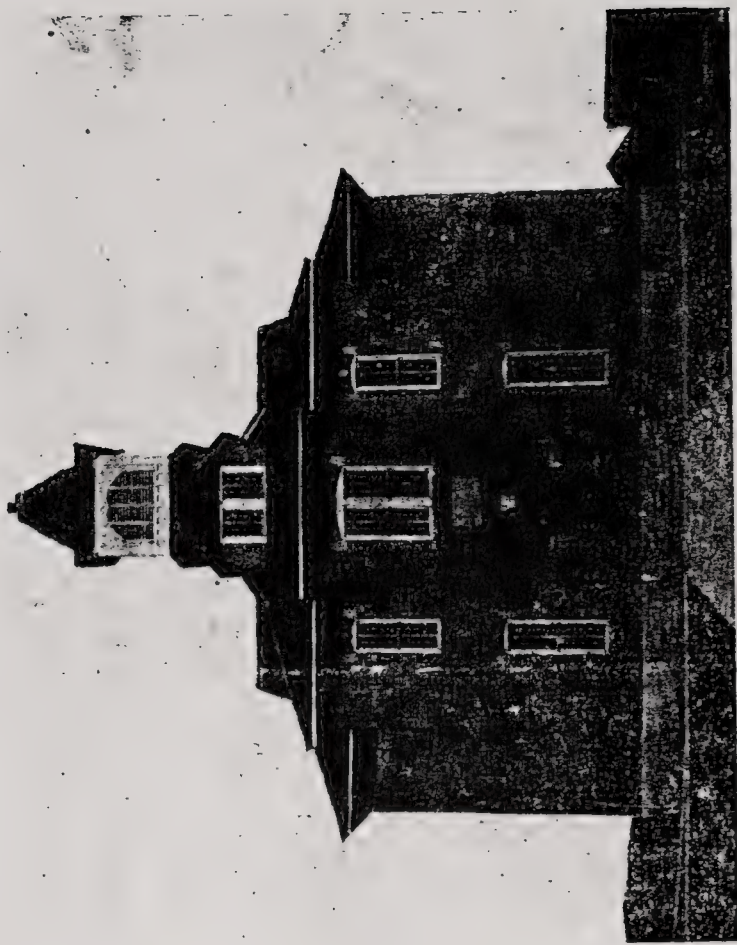


T H E B U D

VOLUME ONE, NUMBER TWO, MARCH 1909

SCHOOL ANNUAL

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Graysville Consolidated School Building,
Graysville, Indiana



Graysville Consolidated School Bulding

† WORK, OUR SCHOOL'S WATCH-WORD †
by Prin. P. E. Smiley



ALL things are accomplished by well directed labor and nothing is ever attained without it, is the principle upon which our schools have been this year. Every man is seeking to become powerful in this world. We find no one but

what is ambitious to become a power in his particular sphere of life, be that what ever it may. To be truly powerful one must possess both mental and physical strength. This being the case the question comes to every one how can I best attain this coveted strength. The answer is not far away and easily seen but hard to practice. If we will but obey the laws of nature we will be healthy and consequently strong. To obtain physical strength one must obey the mandates of nature's laws, the body must be kept clean and given plenty of good wholesome food and exercise. What is true in the physical world is also true in the mental world. A strong mind also requires cleanliness, wholesome food and exercise. While each of these physical speaking are taken separately or largely so, in the mental world all are taken together in the form of mental labor. It is the active alert mind that is full of pure useful thoughts and consequently has no room for unclean and wicked ones. Voltaire says, "Labor rids us of three great evils—irksomeness, vice, and poverty." He might have added that it kept the mind clean and in a bright active condition.

T H E B U D

Labor is the mental food. There are many things that will feed frivolousness, but labor is the only thing that will make the mind intellectually great. It also makes one shrewd, inventive, ingenious, active, enterprising.

Just as good exercise improve the condition of the body so will mental exercise improve the condition of the mind. It is only by labor that thought can be made healthy and only by thought that labor can be made happy, and the two cannot be separated with impunity.

As steady application to work is the healthiest training for every individual so is it the best discipline of a school. Honorable industry always travels the same road with enjoyment and duty, and progress is altogether impossible without it.

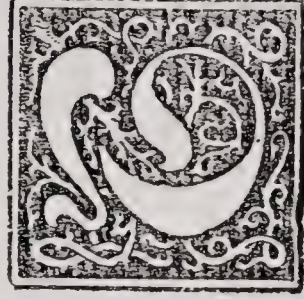
In our school work this year we have attempted to find no royal road to knowledge, for we know there is none. Daily we have met the problems of life and in a cheerful determined way have solved them, or at least attempted so to do. We realize that every problem solved is so much strength gained to solve the next; that in every case where we have done our best even though we have failed we have gained strength to do our best another time, that doing our best and that alone will bring the highest degree of success. It is not enough that one knows, but that he act according to his knowledge. Existence was not given us for indolent contemplation and idle dreams, but for acting and doing. It is our actions alone that determine our worth.

AT CUBA CUBA CUBA

"I have no secret of success but hard work."—E. Turner.

T H E B U D

† MOZART, THE MUSICIAN †
by Ernestine Parker, Grade Five



HE musician, Mozart was born 1756 and died 1791. He was a wonderful musician. When he was three years old he could play a harpiscord. When he was five years old he began to compose music. He had a sister called Nannerl. She was a great musician but not as good as Mozart.

When he was seven he started on his first journey to France and Italy. When he was twenty-six he married Constance Weber. She loved him very much. In his short life of thirty-five years he finished six hundred pieces. One day a man came to him and wanted him to write a piece of music to be sung at his funeral but would not tell him who it was for. This made him think his own death was coming. He wrote on it until he could not hold a pen and he had a pupil finish it. When it was finished he sang the alto and his friends took the other parts. It was sang at the funeral. He was buried in the burial grounds for the poor. No stone marks his grave and to-day the exact spot of his grave is not known.

—

No change in childhood's early day,
No storm that raged, no hot that ran,
But leaves a mark upon the clay,
That slowly hardens into man.

T H E B U D

† R A P H A E L †
by Mary Mann, Grade Four



he painter Raphael was born in 1483 at Urbino Italy.

He was born on good Friday and he brought great happiness to a little green mountain home.

He was called Raphael Sanzo.

His home was where he could look out upon the Adriatic sea.

The sea was very beautiful and the skies very blue for Italy has bluer skies than any other country has.

Raphael often wondered why they were so blue. Raphael's mother died when he was very young.

From that time on most of his boyhood days were spent in his father's studio.

His father died when the boy was twelve years old.

After his father's death, Raphael was put under the care of an uncle.

His uncle put him under the care of a noted artist, where he stayed for eight years.

His father was also a very fine artist, and before his death he painted many madonnas.

In these pictures he painted the face of his wife to represent the Madonna and his son's face to represent the Christ Child.

After Raphael grew tired of his old home in Italy he made up his mind to go to Florence.

Here he painted many pictures and decorated many houses and churches.

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After he had been in Florence a while he decided to go to Rome. Here he died on the day of his thirty-seventh birthday 1520, when he still had one picture not finished. It was called the Transfiguration. It was carried with him to the burial grounds.

† A S N O W I M A G E by Mina Moore, Grade Two †



here was once upon a time a little girl and a boy. One day they went out and made a Snow image. The girl's name was Violet. The boy's name was Peony. Peony was not his real name but they called him that because his cheeks were so red. They made the snow image and the mother came to the door and said whose child is that? Violet said why that is your little snow sister. Are you sure said the mother?

Yes Peony will tell you so. Violet tell me the truth don't pest any more. It is our little snow sister said Peony.

Just then the father came home and said to the children why have you not taken this child in? She will freeze out here look at her thin white dress take her in.

Violet said, no she is our snow sister she cannot live where it is warm. She will melt in a minute.

But the father would not believe them and started to take her hand but she ran.

He ran after her, and at last he caught her. And took her in. Then he started out. The children screamed father come back come back. He looked and it was melted. The children said, "We told you so father".

T H E B U D

† THE STORY OF RUTH BY CLARICE BURNETT †



T the time when there was a famine in the land there was a man by the name of Elimelech who lived in Bethlehem Judah. He had two sons by the names of Mahlon and Chilion. Elimelech took his wife and two sons to Moab to live. His wife's name was Naomi. They went to Moab, there Elimelech died and it left Naomi and her two sons to make the living.

Mahlon and Chilion married two women from the country of Moab. One was Ruth and the other was Orpha. In a few years Mahlon and Chilion died.

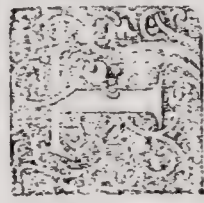
One day Naomi said that she would go back to Judah. She told Orpha and Ruth to go to their mothers, but they said they would go with her, so she told them again to go to their mothers. Orpha went but Ruth stayed with her mother-in-law. Ruth said that Naomi's people would be her people and Naomi's God would be her God. They went to Bethlehem Judah and there the people did not know Naomi. She told them there to call her name Mara. There in Judah Ruth went out in the field and worked for Boaz. When she went home Naomi asked her where she had reaped that day Naomi told her that Boaz was a kinsman of Elimelech. She worked for Boaz until the barley was all reaped. When her work was through Boaz gave her all she had reaped. This was six measures of barley.

After that Boaz and Ruth were married. There was a baby born unto Ruth and Boaz, and Naomi was its nurse. And they named it Obed. He was the Father of Jesse, the Father of David.

T H E B U D

THE LIFE OF A SPARTAN

by Ruth Ingersoll, Junior.



THE Spartans believed that children were not so much the property of their parents as to the whole commonwealth; that the welfare of a state depended upon the education and the discipline of its children. One of the principals of our modern nations is that governments exist for the people, but, in Sparta, the people existed only for the state.

The child's right to live was decided by state officers known as the Council of Elders. If it was strong and well clad; it was allowed to exist, and give a nine-thousandth part to the state lands; but if weakly or deformed, it was taken to what was called the Apotheta a sort of chasm under Taygetus, and there it was left to perish.

The children were taught not to be particular about their eating, not to be afraid in the dark, or when left alone, to undergo a great many hardships and to do without all luxuries.

At the age of seven every Spartan boy so allowed to live was taken from his mother's care and enrolled in certain companies, or classes where he was brought up under the same discipline as that of his companions. The training of his body was considered more important than the improvement of his mind.

His only mental culture to any extent was in music, poetry and conversation. He was taught to speak with a natural and graceful raillery, and to express himself in as few words as possible. Very little attention was

given to reading and writing.

His discipline was very severe. Every year he was compelled to give a test of his endurance by submitting to a whipping before the altar of the goddess of Artemis. He was trained in marching, sham fighting and gymnastics. His leisure time was spent in running, leaping, hunting, and other bodily exercise. He had to prepare his own meals, and was forced to get his food by means of foraging. This was to teach him to live upon little and to be able to shift for himself. He was taught to disdain home affections as a weakness; to dispise luxuries, hunger, thirst, torture and death.

Obedience was strongly emphasised in his discipline. His education, in the real sense of the word, was only an apprenticeship of obedience.

Respect towards the aged was another important factor in his discipline. He was taught to bear a great respect to old men: to salute them, to give them places in the street, to show them honor in public assemblies and companies; but above all, by receiving their advice and their reproofs. It was considered a disgrace to the country if he acted otherwise. Lysander had a good reason for saying, "That old age had nowhere so honorable an abode, as in Sparta, and that it was an agreeable thing to grow old in that city."

The Spartan's discipline did not end with youth. At the age of thirty he was permitted to marry, but he still had to live at the barracks and eat at the common table. Not until the age of sixty was he released from his martial life. Hence, a greater part of his life was spent in service for his state, and as a Spartan mother has said, "I brought him into the world for no other purpose"

THE FALCON OF SER FEDERIGO

by Claude Thompson, Freshman



HERE lived many years ago a man by the name of Federigo. His home was in Italy and and he was very rich. He loved a very beautiful lady known as Mona Giovanna. But she scorned his love and married another man after Federigo had spent all his money for her.

Sir Federigo, now a poor man, moved up in the mountains a few miles from Florence, where he lived alone except for a falcon which he loved very much.

Monna Giovanna's husband had died a short time after they were married, leaving a very young son to be cared for. This boy loved sport and adventure. He did not like the city life. So in the summer time, his mother would bring him to their villa, half way up the hill behind the city of Florence. This place was near where Ser Federigo made his home.

The little boy would often sit out in the garden watching a falcon soaring in the sky and he often wondered to whom it belonged. So one day he set out to find its home. He found it at Ser Federigo's home. The boy was glad to find it so close to where he lived.

Sir Federigo was greatly astonished to learn that the woman he had always loved was so near.

A few days later the boy took sick. His mother was greatly frightened and wanted to do every thing she could to please him. When she asked him what he wanted, he replied, "Give me Sir Federigo's falcon for my own." This answer troubled the mother a great deal.

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She knew she would get the falcon if she asked, but she hated to ask.

However, the following day, she went over to Federigo's farm and found him at work in his garden. She told him she had come to dine with him.

Ser Federigo had not hunted that day and therefore had nothing but bread and wine to eat. He did not know what to do but finally decided to kill his beloved falcon. This he did, and after the meal was over, the woman told him her circumstances and asked for his falcon when she was told that she had eaten the falcon for dinner.

Monna Giovanna's heart was nearly broken and she returned home sad and dejected.

In about two months Federigo and Monna Giovanna were married.

On the back of one of their chairs were carved the words: "All things come round to him who will but wait"

HASTE MAKES WASTE

The sky was clear and the sun was hot,

Not a cloud was in the sky,

As a young man ploughing the garden plot

Called out with a plaintive cry;

"Milly! O Milly! You little brick,

Bring your "Eu" some water quick!"

And the maid within who heard the cry

Imagined her brother about to die;

But when she saw he straight was standing,

She stood stock still upon the landing,

"Man, I have run an awful race,"

And she threw the water into his face.

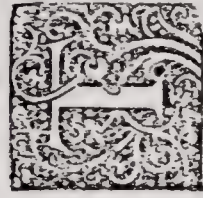
Ruth Eno, Sophomore.



W. B. Jewell, Trustee

PHYSIOLOGY

by Lulu Pennington, Grade Eight.



here is a long white cord that starts from the lower end of the medulla and passes down through the spine or backbone. This is called the Spinal cord. The vertebrae of the backbone protect it on all sides. It is also covered with soft membranes which protect it still more and guard it from injury. The Spinal Cord becomes smaller as it passes down the back and at the lower end it divides into small threads. It is divided into two parts, the right half and the left half. The furrows do not run all the way across, but unite at the center.

There is a substance at the center of the cord having a dull gray color and it is called the gray matter. There are nerve cells in it which receive and start nervous impulses. On the outside of the gray matter is a substance still whiter called the white matter.

The white matter consists of nerve fibers which carry the nervous impulses up and down the cord which the gray matter starts and receives.

The body must have a superintendent but it must also have a way to send the message to different parts of the body. The nerves do this. The nerves start in the gray matter and then go out into the body. Two branches of divided nerves form the roots. The front branch is the anterior root and the other is the posterior root.

The anterior root carries nervous impulses from the brain to the muscles. The posterior root carries impulses from the skin and other parts to the spinal cord and then to the brain. These unite and form a nerve trunk.



P. E. Smiley, Principal.

T H E B U D

A nerve trunk is made up of many nerve fibers which are bound together into bundles. It usually contains some nerve fibers that carry impulses to the brain and some that carry them away from it. Some contain nerve fibers of only one kind.

Every muscle, nerve, and gland receive, and send nervous impulses to and from the brain. At the end of the nerve fibers there is a round body with branches on each side. This is called a nerve cell. These are found mostly where impulses are sent out over the body. There are a great many in the Spinal Cord. There are about 9,000,000,000 in the brain. Most of them are near the surface.

THE BIRDS, by Flossie Thompson, Grade One

This is the bird house.

The bird's can fly into this house.

The blue bird has a nest in the house.

The blue bird has four eggs in the nest.

The yellow birds, nest is not in this house.

The yellow bird's nest is in the cage.

The yellow bird has four little eggs.

The yellow bird has a nest.

Her nest is in the cage.

The cage is in the house.

Her eggs are blue.

It has blue eggs in its nest.

 HERE is nothing in all the world so important as children, nothing so interesting.—DAVID STARR JORDAN.

T H E B U D

HARRY'S GERANIUMS, by Helen Stewart, Grade Two

In the fall Harry had a bed of geraniums. He was going to take them up and put them in a box in his window and put a box full in his school room. His father said you must take your geraniums up. It is going to be a cold night. But Harry went off to play and forgot the geraniums. The next morning he went to take up his geraniums. But they were wilted and black. Harry was ashamed. But he did not have any geraniums in his window or in his school room.

PUTTING DOLLY TO SLEEP, Harold Eno, Grade One

There was a little girl and she had a doll.

She said come my dear little doll it is time to go to sleep.

She said when I say that you must not cry,

She said she would put the doll in its little white bed.

She said I will sing you a pretty song.

She sang Rock aby baby upon the tree top

A CAT, by Fred Monk, Grade Two

A cat likes milk and mice to eat.

It likes to go hunting and get birds and mice.

It likes to lay by the fire and sleep.

It very often goes hunting without getting something.

Some cats are black and white.

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A HORSE

by Clyde Weir, Grade Two

A horse is a big animal.
A horse can pull big loads.
A horse can run and trot and lope.
A horse can kick and rear up.
A horse eats grass and corn.

THE LITTLE WHITE MOUSE

by NELLIE PHILLIPS, Grade one

The mouse is white.
It is May's pet.
It has pink eyes.
The mouse is afraid of the cat.
The mouse will not get out.
The mouse said, May is coming to feed me.
The mouse likes cake and bread.
It can eat cake and bread.
He is big and white
The mouse likes milk.

Get wisdom, get understanding; forget it
not; neither decline from the words of my
mouth.—PROVERBS.

T H E B U D

THE REAL FIRE ALARM

By Myrtle Osburn, Junior

This afternoon, about half an hour after school had taken up, someone ran through the hall crying, "Fire." Since this was the usual signal no one felt any alarm.

Everyone sprang up and began marching out the way they were accustomed, the class in the north recitation room joining the line going out at the east door and the class in the south room following after these.

In the primary room the children noticed smoke rolling up apparently from the ground just outside the north windows and one of them mentioned it to the teacher. An investigation was made and the basement found to be on fire. The little ones were almost panic stricken and it was only by the good judgment of their teacher that they were gotten out safely.

The first idea any of us, upstairs, had that it was a real fire came when we saw the frightened children and the smoke. Some of the older became so frightened that the teachers succeeded with great difficulty in getting all out without anyone being hurt.

The fire had started from some unknown cause. Since there is no fire department in Graysville, by the time a sufficient amount of water was obtained the fire had gained such headway that it was impossible to do anything with it.

The teachers, boys and townsmen and even the girls worked heroically.

Some procured buckets, others drew or pumped the water. Some carried the water to the fire, while others threw it on. Many stood near ready to carry the empty buckets back to the well.

The school house was insured, so the loss was not quite as heavy to the township as it might have been. Of course all the pupils lost their books and wraps, but were thankful to get out with their lives.

T H E B U D

M A T H E M A T I C S.

By Mamie Poe, Sophomore.

The most that can be said of mathematics is that it is a strengthening of the mind.

When speaking of mathematics, some people think of a series of examples given to be solved by a stated formula to obtain a required answer, without any thought of the effect on the student's mind. But the latter is the most desirable result.

Aside from the practical value of mathematics, that is, the value received when using it in small calculations in daily life, there is the broadening of the intellect. Things are looked at from a clearer sense of view. They are summed up to a certain nicety which will leave the mind in no doubt.

Not that mathematics alone will do this. It is only one of the many factors which, when taken together, will impress one with the bearing of a cultivated mind.

Such subjects as Latin, ancient history and literature are the ones studied to direct the wandering fancy of young people in the proper channel, and, of course, very essential. But while the mind wanders in ancient romance and history, keeping the head in the clouds, there must needs be something that will bring one back to earth. Mathematics will do it.

While praising this very practical subject we hear some one say: "Mathematics are all right in their place. A little of it may help the boys, but what good will it do the girls?" Now that is the product of a non-mathematician's mind.

Then comes the question, "For what end is mathematics studied?"

A boy does not study mathematics for the reason, alone, that he may be able to solve correctly a list of problems with the satisfaction of getting the right answer.

He studies it to gain a practical mind; and a girl has as much need for a practical mind as a boy.



O. D. Stoddard, Assistant Principal



W. H. Woodard, Grammar Grades

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So the answer to the above question may be this: "Mathematics are studied for the strength gained while so doing and because one difficulty surmounted will make the next easier or give courage for it."

APOLLO AND THE PYTHON.

By Johnny Brown, Grade 3.

Apollo carried a silver bow and a quiver full of golden arrows, which were not only beautiful, but very dangerous. They had been known to slay whole armies, and when they fell into the river it would dry up.

Apollo was very brave and kind. One day he saw some people down on the green earth who were sad, and it made him sad to see them sad, for he always wanted to see them happy. As he came down he saw a little boy sobbing bitterly. He asked him what was the matter. The boy pointed to a far-off mountain and said a dragon lived in the mountain, and at night it came and breathed its poisonous breath upon them, and at morning they did not awaken. He said his mother was still sleeping, he had been calling her, but she did not answer.

Apollo shot a golden arrow into the room, and, patting the little boy's curls, said: "Little one, the dragon shall never again."

Then Apollo chose three of his straightest arrows and climbed the mountain. At last he came to a large cave and shot a swift arrow into the cave, but he saw in time the ugly creature ready to spring upon him, but a golden arrow pinned his flat head to the earth. They built a temple over the cave. They sang songs in his honor and were very happy.

THE REVENGE.

By Oma Monk, Eighth Year.

Sir Richard Grenville and Lord Thomas Howard were in command of a small English fleet of warships at the Azore Islands.

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Afar off could be seen the enemy's ships as their sails fluttered in the wind. Lord Thomas Howard said he was no coward, but he could not meet them because his ships were out of order and his men were sick and dying.

Sir Richard Grenville said he had ninety men who were lying sick, and he could not think of leaving them to be taken captives by the enemy, Spain. So he put the sick men in the lower part of the ship and started out to fight the Spaniards. He had only one hundred men to fight and to manage the ships.

The men asked him if they must fight or turn back. He told them to fight. So the little Revenge ran in among the Spanish ships while Sir Richard and his men laughed a hurrah and the ships went on through the sea lane. The people on the large ships looked down and laughed, but the Revenge paid no attention to them, still ran on until it came to the largest ship, called the San Phillip, which kept the wind from getting to their sails, and they were compelled to stop. Four of the boats soon drew away and went back to the rear, all a wreck. Soon the San Phillip followed and the rest of the men aboard the Revenge and fought the men on board, but were defeated. The sun disappeared, but the fighting never ceased. All night ships kept coming in to fight, and those ships which were wrecked were pulling away. Sir Richard told his men to fight on, although the vessel was almost torn to pieces.

When morning came the Spanish ships were lying around the little Revenge, badly torn to pieces, and were afraid to fight it again for fear it might not have been injured.

During the night Sir Richard had been struck by a bullet, and when morning came he was almost dead, but before he died he was taken on a Spanish ship, where he rose up on the deck and said that he had done his duty and was dying with a joyful spirit, and then fell over on the deck and died.

The Spaniards wondered if he was devil or man, but they sank his body with honors into the ocean, and put a crew of their sailors on the Revenge and started it on their homeward way, but while it was near some islands that evening a very strong wind began to

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blow and soon the little Revenge was no longer in the hands of Spain, but was resting quietly on the bottom of the sea.

CHARACTER SKETCH FROM "AS YOU LIKE IT," ORLANDO.

By Halcyon Badger, Senior.

Orlando was the youngest of three brothers. He surpassed them in his noble character, that was clothed with all majesty and loyalty of manhood.

Some of the most striking characteristics which he possessed were honesty, courage, veracity and love. Still, there were many minor ones that cemented the larger into one great wall that could not be destroyed.

His brother, Oliver, tried to ruin this wall in many different ways and especially in a wrestling match with Charles, but he failed, and the result which always follows was that he came out much stronger and greater than ever. Orlando did not win a crown of honors in this match, but something far greater, for Rosalind's heart was won.

In his love for Rosalind he was as earnest and sincere as he was in all his undertakings, believing that his life seemingly was hanging on the very pivot of loyalty. And in order to win the heart of love which awaited him, he remained firm.

Again we find another great lesson—that of forgiveness. As Orlando was walking through the forest of Arden and found his brother Charles, who was lying there almost dead and in need of help, he thought not of past treatment from his brother, but rendered him his very best service. As Orlando has lived such a noble life, should we not keep in mind what Whitman has said, that "character and personal force are the only investments that are worth anything."



FEUDALISM IN ENGLAND.

By Donald Jewell, Junior.

Feudalism is the name given to a special form of government and society, based upon a peculiar military tenure of land which prevailed in Europe during the latter half of the middle ages.

This system originated about 888 A. D., when Charlemagne's son died and his great empire was divided into four kingdoms. Of these, the German and West Frank kingdoms were split into great feudal fiefs. Each of these feudatories were ruled independently, though sometimes the prince of one country was forced to acknowledge the superiority of that of another. The barons were powerful in this system. Each noble strove for personal independence.

The rulers increased their power by various means; some bought out the small landowners, while others forced the small landowners to give up their property and practically become their slaves in return for protection. These people (who were called tenants) were bound to support their lord in all his enterprises, to furnish him with money for the marriage of his oldest daughter, the knighting of his oldest son, and the ransom of his own body if he should be taken prisoner or kidnapped.

The tenants-in-chief were agreed to furnish the lord with an armed horseman forty days each year, for each fief (600 acres) they held. The military duties and requirements of the next lower class of tenants were varied and uncertain. The duty of the serf was usually to make contributions of money to aid meeting expenses, and perform manual labor on the farm. In this manner the lord's army and establishment were maintained.

In times of war the castle or stronghold of the lord was the only safe place for his tenants' goods and families.

The impatience of the barons under William the Conqueror and his son, William II., caused revolt and civil war to occur, with unpleasant frequency. In 1087 the barons attempted to depose William II. and put his brother, Robert, on the throne. The revolt

failed. It might be said that during the eleventh century almost no one was exempt from feudal obligations, not even officials of a clerical nature. During the reign of William II., he accused Anselm, the Archbishop of Canterbury, of not doing his duty as a feudal vassal of the crown, and sent him into exile.

We are told by Wroth in his "History of the British Nation," that King John summoned his feudal vassals, the barons, to meet at the coast and go to recover Normandy. He held them together for awhile, but did no military service, and then made them pay for the non-performance of military duty. John also had the right to sell the custody of minors and their property to the highest bidder, as he also did the hand of a widow or an heiress.

Furthermore, he imprisoned men with but scant evidence, banished them without trial, ravaged their lands, and levied unaccustomed and intolerable taxes.

The weakness of the feudal system was shown when the Normans invaded England. The English, being divided and jealous, were easily conquered. The strength of a united government and the weakness of a feudal government were shown when a little before the middle of the fourteenth century the united English invaded feudal France. The English easily secured a great deal of French territory.

In the reign of Edward III., the Duke of Buckingham had an income of several thousand pounds from his estate, and he kept several hundred retainers. Even near the close of the mediaeval period, the nobles, though subjects of the king, waged war like independent sovereigns. At the same time, when a lawyer was threatened, he appealed to the Duke of Norfolk for protection, instead of appealing to the king.

However, the system received a severe check when the Statute Quia Emptores was passed in 1290, which provided that when an estate was sold, the new owner had to pay the feudal dues to the original lord, who was usually the king. In this manner a man could not, by sales of land, insure for himself a body of retainers who were more devoted to himself than to the king. By this law,

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the feudal power was weakened and the king's power was strengthened. This law also made the crime for keeping retainers punishable by heavy fines and sometimes by death. Thus the system was brought under better control, and a few years later it was effectually crushed.

PHILIPPINE ISLANDS.

By William Boles, Geography, Seventh Year.

The Philippine Islands are located southeast of Asia and partly inclose the China Sea. They are under control of the United States. There are eleven principal islands and many small ones, the largest being Luzon. These islands were discovered by Magellan. He was killed here, and only one of his ships ever reached home.

Most of the islands are hilly, but they have some plains and river valleys that are very fertile. They have plenty of rainfall. Some of its fruits are bananas, oranges and pineapples. Sugar is the leading product. There are many forests having dyes, gums and cabinet woods. A plant grows here that people get a fibre from and make rope and twine. It is called the manila hemp. Some of the animals are the carabao, buffalo, sheep, goat, monkey, bat, bird and snake. Some of the minerals are gold, iron, copper, zinc, sulphur and coal.

Most of the people belong to the Malay race. Many Chinese and Spaniards live here. Some of the people do not till the soil, but roam around and live on the fruits and vegetables.

Manila is the capital. It is about as large as San Francisco, and it is at the mouth of the Pasig river. Manila has a fine harbor. During the war with Spain, American warships destroyed a Spanish fleet in this harbor. Iloilo is the second city of importance. It is on the island of Panay. The exports of these islands are hemp, tobacco and sugar. The imports are rice, flour, cloth, coal and kerosene.



Miss Maude Arnett, Intermediates

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BIOGRAPHY OF OLIVER GOLDSMITH

By Jesse Borders, Junior.

At the time in the eighteenth century when England was supposed to be at the point of bankruptcy, Oliver Goldsmith lived.

George II. reigned in 1727, and George III. in 1760. William Pitt and Walpole were the prime ministers. The Goldsmiths were English, although they had always lived in Ireland.

Oliver, the fifth child of a family of eight children, was ugly, awkward and was not brighter than the ordinary child of his age. He was dumb at school, always making a low grade, and entered college with some duty outside his book work.

He traveled over the greater part of Europe, going to school at several different places, sometimes relying upon his flute playing and singing as a means of getting money. When he returned home he had nothing to show for his schooling but a medical degree.

Some of Mr. Goldsmith's contemporaries were Gray, Collins, Young, Gibbon and Chatterton.

Goldsmith's first writing was done while editor of a newspaper. He then wrote the history of England, Rome and Greece.

He also wrote a novel, "The Vicar of Wakefield," which attracted much attention and is considered one of the best works of its kind.

"She Stoops to Conquer" was a popular play that he wrote. Some of his poems are "The Deserted Village" and "The Traveler."

Mr. Goldsmith was very extravagant and therefore it was very hard for him to keep money. He drank some, and also gambled. He was not much of a talker, as he was not able to express his thoughts as readily as he could collect them. He was one of the most able writers of his day, although his thoughts were not at all deep.



Miss Flo G. Ransford, Primary

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THE LECTURE COURSE.

As an educational medium reaching all classes, nothing is so beneficial and practical as a lecture course. If the numbers are well selected and present variety and talent, the value of a course is inestimable.

A series of entertainments which ranks among the best was this year presented by the high school to Graysville and the surrounding country. The course included two musicals, two lectures and a program of impersonations.

The first number given by Mr. Skovgaard, the famous Danish violinist, assisted by a pianist and vocalist of rare talent, pleased those whom the classical selections delighted. He executed with remarkable ease the more difficult compositions of the masters, to the pleasure of the majority, but charmed all with a tasteful playing of "Annie Laurie" and "My Old Kentucky Home." As a fitting climax he presented his own classical arrangement of "Yankee Doodle."

Conditions demanding that the second musical be other than second number could not be met. Although the entertainment by the Nevin Concert Company followed closely upon that by Skovgaard, the house was well filled by an audience that listened intently and expressed no dissatisfaction. Mr. Donivan, whose favorite instrument is the 'cello, gave several numbers with novelties. Miss Just knew what was expected and no one was disappointed by any reading she attempted. Miss Paige, the soloist, has a sweet, strong voice that shows years of careful training.

Dr. H. W. Sears, the funny man, certainly lost none of his reputation for humorous sayings bearing valuable lessons. As it is the custom of Mr. Sears to remain over Sunday with those to whom he lectures Saturday night, we had the good fortune of hearing his lecture, "Grumblers and Their Cure," Sunday afternoon, the subject Saturday evening being "More Taffy and Less Epitaphy." The community proplamed the two lectures by Dr. Sears the greatest treat ever offered.

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The fourth number, a lecture by Charles Howard Plattenburg, was what is often said to be "on the solid order," but by no means tiresome. Mr. Plattenburg is an orator of power, who vividly depicts the evils of our country in the lecture entitled "Worms Beneath the Bark." A man of travel is always entertaining. Mr. Plattenburg has seen the points of main interest in both the Old World and home country.

The coming of the impersonator is awaited with expectation and he never fails to please. S. Platt Jones is known by all the Chautauquans of the country, and the mention of his name calls to the minds of those who have heard him a period of much enjoyment and helpful instruction. His entertainment was a fitting climax to the course.

The management has heard no language of discredit to education thus afforded, but the financial success of the course proves the appreciation unlimited.

A T H L E T I C S .

By Roy Weir.

At the beginning of this term of school baseball teams were organized, a diamond was cleared in a field just east of the high school building; practice games were played almost every day at noon.

In match games the best players from both teams, with a few of the town boys, would play them; only two games were played, victorious upon one occasion only.

Although we were not successful at baseball, we have the honor of being champions of Sullivan county, since basket ball has been played here.

Graysville has furnished some among the best athletes in the county in the basket ball line, as that is their favorite sport. At the first of the term the lineup for the first team was as follows: Carl Burton, Creight Patton, Lawrence Bicknell, Jesse Borders, Emmett Nowlin and Roy Weir.

These boys play ball which is equal to normal teams of larger

cities. They practice mostly against the second team, which consists of these boys: Orland Stanley, Rush Davis, Chancy Evans, Ancil Woodward, Roy McClue and Ralph Coppage.

This team is very strong, being able to compete with any first team of other high schools.

Burton did not play all the year, only the first and latter parts of the year. After he was forced to leave the team on account of work, Emmet Nowlin became a member of the team, remaining a faithful member throughout the year.

In January Patton, one of the forwards, became sick and was thrown out for the season, disabling the team very much.

Substitutes Evans and Woodward were then placed on the team, giving them game about and making the team almost as strong as before.

Games Played.

Graysville vs. Fairbanks. Score 32 to 8. Graysville won.

Graysville vs. Orleans. Score 16 to 19. Orleans won.

Graysville vs. Middletown. Score 2 to 0. Graysville won.

Graysville vs. Paxton. Score 27 to 10. Graysville won.

Graysville vs. Middleton. Score 2 to 0. Graysville won.

Graysville vs. Paxton. Score 29 to 3. Graysville won.

Graysville vs. Hymera. Score 52 to 3. Graysville won.

Graysville vs. Shelburn. Score 17 to 18. Graysville won.

We had a girl team organized last winter and reorganized this as follows: Nelhe Arnett, Agnes Cushman, F.; Lou Bicknell, Fern Copage, G.; Alma Ransford, C. They are not playing much this winter because they have not had a very good chance. They played one match game last winter which was won by quite a score.

We also have a team of midgets which is hard to beat. The main feature of their playing is their team work. This is certainly fine. If you want to witness a fast game, just come out and watch them.

This year teams are under the coaching and management of our grammar grade teacher, Mr. H. Woodward, who is quite an athlete, and has done his work successfully this year.

Last year they were under the control of A. T. Flint, principal, the first girl and boy teams not losing a game.

The game the first team lost this year was played at Sullivan against a fast high school team from Orleans, Ind., under the management of Garland Conner. We expect to visit them soon and to carry off the laurels.

The boys and girls of this school owe much of their playing to the fact that they are permitted to play before school begins and also at noon, after which intermissions they are to work with fresh minds. The stupidity of mind and body by studying six hours without such recreation as is had here is driven away and all the boys and girls go home each evening with light, clear hearts.

School yell: Strawberry shortcake, gooseberry pie; V-I-C-T-O-R-Y. Are we in it? Yes I guess! Graysville High School G. H. S.

JOKE DEPARTMENT.

Guy Phillipis and Donald Jewell, Editors.

We suppose Hazel Ogle has constructed some kind of an ingenious device—perhaps it is along the line of music. We learn that she has applied for a Patton.

* * * * *

Lawrence Bicknell is a swift ball player and a champion pie eater. He has a challenge for either.

* * * * *

Jess Borders had a world of trouble the day the school pictures were taken. Turn to the picture and you will see he came out victorious.

* * * * *

John Ingersoll, the candy kid, thinks he will work next summer as near Doddsville as possible.

* * * * *

Hazel Phillips cannot tell when Roy is coming. She was asked the reason why. "Lord!" she says, "he is just as likely to come

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in an express wagon or carriage as a buggy." Would be very uncertain anyway, wouldn't it?

* * * * *

Fleeta Stone, on looking through a book about cattle and their diseases, found where it said "Lost Cud." She remarked, "I'll bet that is shure death. It would kill me."

* * * * *

Clarence Walters has thought about a tailor so much that he applies tailor measurement to everything he goes about. In making out a bill the other day he had this statement: 20 gallons of sorghum molasses at 50c per yard.

* * * * *

Roy Weir and Roy McClure had bad luck over their recent haircut. Like Sampson, Weir lost his strength and McClure lost his sweetness.

* * * * *

Ancil Woodward would have his hair cut pompadour if Gladys didn't object.

* * * * *

Roy Ransford says he intends to buy a wheel. Now what's up.

* * * * *

Some one saw John Ingersoll with his arms around Ruth Eno. "Is he her beau?" some one asked. Why I suppose he has the job of running her auto.

* * * * *

Roy MacLure and Banty Harris are going about now with new names. What are they did you say? Cutter and Mack. Why sure!

* * * * *

Don't Hosea Duffer like to talk across the aisle. Gee! he can't be blamed much.

* * * * *

When it comes to mathematics (in tthe grades) Will Bragdon says he wears the belt. Time and tide will tell the tale.

* * * * *

Lulu Pennington, Oma Monk, Bernice Bragdon and Pauline

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Medsker say they don't think they will have beaus next summer, but thinking of that diploma, which without doubt they will get. Oh! if all of our school girls were like this.

* * * * *

When Miss Mona Cox returned to this school a few weeks ago Frank Ransford was seen swinging the bell rope and singing there is a new girl in town.

* * * * *

Smiley is tall and gawkey,

But say, he's not so slow;

He went a-wooing

Not many days ago.

* * * * *

He borrowed a horse and buggy,

Put on his Sunday cloths,

Got in and started westward,

And landed where (God only knows.)

His steps next day were faltering,

And he looked so wan and pale;

And my! his horse was gaunted

And burs were in his tail.

And as he was journeying along on his way,

And in his mind was fixing up nice things to say,

She, too, of her mother was being instructed, I we'en

That she might be more spooney and not half so green.

* * * * *

Donald Jewell says he gave the old folks the slip and sallied forth on what is known as his first gloomy trip.

Donald says sitting there by her side seemed a weird place

By the way, the perspiration streamed down my face,

And the old horse, overcome by some weird spell,

Seemed to be seven times slower than—well

He says it will take love and great competition

Before he will attempt another expedition.

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We suppose Ralph Coppage has joined the fire department, as he was seen with a Hoseman.

* * * * *

Prof. Dodd, who is known by all and who is really Edison II., has just recently solved a great problem in physics and has also applied for a Patton on a new fangledstomach pump.

* * * * *

Mr. Bruce Badger possessed a postal card bearing this strange inscription: "Many happy hours' returns of the day and night." But, like the handwriting on the wall, someone can translate it. Silva Medsker might possibly understand it.

* * * * *

Smiley sings, "Come to me, sweet Marie." We wonder why?

* * * * *

We advise Mr. Nowling to mix some bitter ingredient in with his harness oil, as those calves of Medsker's have just got enough to whet their appetites and will likely give him more trouble.

* * * * *

Harvey Woodard, being much grieved when at home on account of the cows being dry, remarked to his mother, "I am going to get some adulterated milk of the druggist, as my coffee isn't very palatable without it." We suppose he meant to say condensed milk.

* * * * *

In a meeting to select the High School colors several colors were being selected, Miss Thornberry selecting red, Miss Maud Arnett gray.

And finally Miss Halcion Badger arose to a point of view and said she thought brown would be more appropriate.

* * * * *

Mr. Roy Weir says of all the precious stones he would prefer an opal, but for a woman he would just as soon have the gall that sits to his left—we mean while at school.

* * * * *

A boy that has money in both his pockets and always a good stock of chewing gum on hands, an experienced workman with



O B. Badger, Manual Training



High School

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plenty of ready-made furniture, is the boy the girls are after. Pity there isn't a few more Charley R. Bragdots.

* * * * *

Ralph Morris, we learn, is Miss Medith Thornberry's chauffeur.

* * * * *

Where do you suppose John Ingersoll will go next summer north or west; very likely straight up.

* * * * *

Say, you should hear Miss Fern Coppage accompanied by Miss Sue Bicknell sing her fashionable air, "O Sailor Boy, Come home.

* * * * *

Stoddard told her how he loved her,

Of his affections so sublime,

But the queerest thing about it,

He put it all in rhyme.

* * * * *

What was Joan of Arc made of?

Maid of Orleans.

What killed her?

Too much hot stake (steak.)

* * * * *

What railroad accident is an every day occurrence?

Running over frogs.

* * * * *

When is the first family quarrel mentioned in the Bible?

Where Adam and Eve raised Cain.

* * * * *

The girls says Bace Burnett is quite attractive to the eye. (When he grins.)

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DOMESTIC SCIENCE.

Pauline Medsker.

Good cookery means the knowledge of all fruits, herbs, balms and spices, and of all that is healing and sweet in fields and groves, and savory in meats. It means carefulness, inventiveness, watchfulness, willingness and readiness of appliance. It means the economy of your great grandmothers and the science of modern chemists. It means much tasting and no wasting. It means English thoroughness, French art and Arabian hospitality. It means, in fine, that you are to be perfectly and always ladies (l'afgivers).—Ruskin.

Home making is very important. The prosperity of nation is founded in the welfare of families and the welfare of family depends upon its having a healthful, happy home. The most important labors carried on by the members of the household are cooking, cleaning and laundry work, classed as housework.

In training children to be good citizens, the school needs helps from the home. Without a sufficient supply of suitable and well cooked food boys and girls cannot have the strong bodies and clear minds needed for doing such work while they are children, and life work when they are men and women. It is very important to the nation that home makers should have a knowledge of household science. We will not only learn many interesting things but we will find a pleasure in our work. Some people make hard work of housekeeping by doing it in an unthinking way. When we put our mind upon what we are doing, we discover how to make it easier and more pleasant.

We should treat housekeeping as an honorable employment, worthy of our best thought and skill, and by so doing bring about conditions of health, comfort and happiness in our homes.

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PRINTING

Ray Watson, Freshman.

As many of you know a printing press was installed in the manual training department of the Graysville school. It was purchased to educate and benefit the pupil and also for the use of Friday afternoon's time of manual training, when we have the regular work in printing. I think I can truthfully say that it is a benefit and help instead of a detriment to the school and the pupils' education. We have done some work for people outside the school in the way of printing candidate cards, hog sale books and also a great deal of work for U. C. C at Merom. We also print our high school paper here. The printing is very beneficial to those taking it. Those enrolled in this work are: Emmet Nowlin, Lawrence Bicknell, Leslie Bicknell and Ray Watson.

FURNITURE MAKING.

John Ingersoll, Sophomore.

Furniture making was first introduced in the Graysville high school by Mr. Bicknell and from that time it has been continually growing till now when it is thought to be as beneficial as our regular studies.

The student who makes a piece of furniture works out his design and while doing this he learns drawing and many other lessons. He knows the different parts of the tools he uses, while the person who works in a furniture factory where machinery is used, knows nothing about the different parts of them. Those who work these machines and feed them the raw material are considered not much more than human machines themselves.

The skill of the cabinet maker of a generation ago was wonderful. But if you question him on other subjects he knows nothing about them. But it is thought by introducing furniture making in with our regular studies, and if successfully done it will be a great

T H E B U D

benefit to the school boy and girl because they are dealing with practical life.

The furniture making class of the G. H. S. consists of fifteen boys, who are making many beautiful pieces of furniture, some of which are book cases, tables, chairs, and several other small pieces of furniture. Although these pieces of furniture are small they are hand-made. As Edward Carpenter has said: "Man is made to work with his hands," and so in making these pieces of furniture you are doing what man was made for.



T H E B U D

FACULTY

P. E. Smiley, principal, History and Mathematics.
O. D. Stoddard, English, Latin and Botany.
W. H. Woodard, Grammar Grades.
Maude Arnett, Intermediate and Domestic Science.
Flo Ransford, Primary.
O. B. Badger, Manual Training.

HIGH SCHOOL

Senior Class

Creighton Patton.	Halcyon Badger. Nellie Gray.	Bruce Badger.
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Junior Class.

Myrtle Osburn. Frances Eno. Sylvia Medsker.	Roy F. McClure. Hazel Jewell. Donald Jewell. Ruth Ingersoll.	Jess Borders. Chas. R. Bragdon. Carl Burton.
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Sophomore Class

Lou Bicknell. Selma Ingersoll. John Ingersoll. Irma Pound. Fern Medsker. Gladys Pennington.	Mary Duffer. Ruth Eno. Mamie Poe. Andrew Harris. Nelle Shepherd. Agnes Cushman.	Merdith Thornberry. Roy Weir. Nellie Arnett. Rush Davis. Opal Shepard.
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Freshman Class

Guy Phillips. Roy Ransford. Mabel Morris. Leslie Bicknell. Hazel Ogle. Claud Thompson. Ollie Alsop. Fleeta Stone. Verna Moore. Clyde Thomas.	Hosea Duffer. Hazel Phillips. Roy Whitman. Alma Ransford. Cecil Patton. Opal Stone. Ruth Burnett. Ansel Woodard. Clarence Walters. Hazel Brown.	Golden Dodd. Chancey Evans. Ray Watson. Roy Myers. William Gray. Orland Stanley. Robert Badger. Verna Cochran.
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Grammar Grades

THE BUD

EIGHTH GRADE

Fern Copping.
Louise Anders.
Emery Stanley.
Tressa Walters.
Morse Pennington.
June Benefield.
Homer Davis.
Pauline Medsker.
Paul Burton.
Lulu Pennington.
Wm. F. Bragdon.
John Borders.

Ralph Morris.
Cleo Harris.
Emmet Nowlin.
Emery Burton.
Arthur Harris.
Bernice Bragdon.
Ruth Duffer.
Oma Monk.
Roy Gorham.
Oscar Alsop.
Zoma Frakes.
Pearl Hazelrod.

Baxter Wallace.
Goetha Woner.
Lawrence Bicknell.
Harry Bell.
Ethel Morin.
Frank Ransford.
Mamie Brown.
Irvin Bicknell.
Arbaces Burnett.
Ocie Haines.
Ralph Copping.
Mona Cox.

SEVENTH GRADE

Roy Johnson.
Ralph Morin.
Anna Wikay.
Hattie Thoraberry.
Roxie Gray.
Susie Muuden.

Fred Yager.
Zella Hardin.
Emma Ryland.
Clarice Burnett.
William Boles.
Ernest Thoraberry.

Maud Thompson.
Anna Taylor.
Essie Patton.
Oliver Ogil.
Imo Arnett.

SIXTH GRADE

Lillie Ridgeway.
Ernest Stanley.
Clare Burton.
Iva Osburn.
Zelda Thomas.
Fern Burton.

Mary Burton.
Abbie Gray.
Goldie Arnett.
Clyde Brown.
Will Montgomery.
Willie Penny.

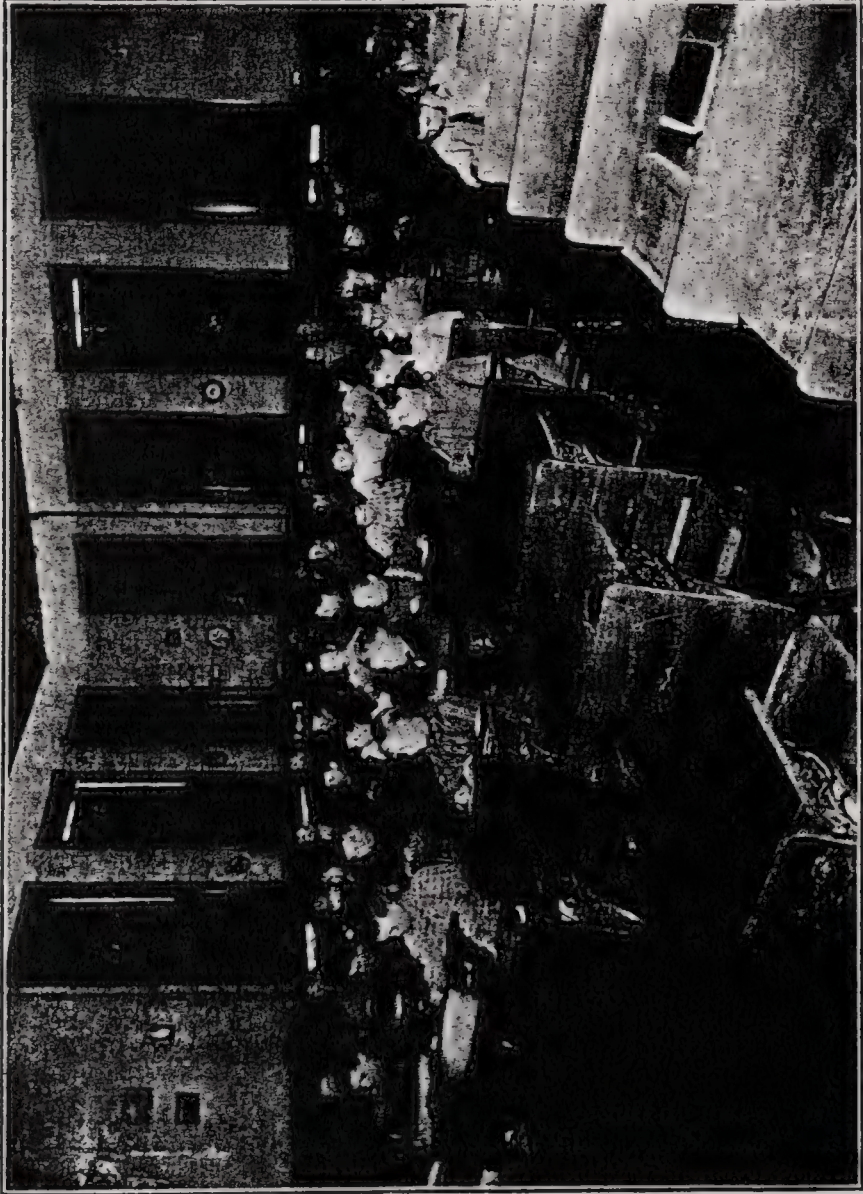
Pearl Weir.
Edna Pound.
Lonnie Jewel.
Hazel Burton.
Claud Morris.

Fifth Grade

Willie Gorham.
Allie Borders.
Hattie Collier.
Edgar Ransford.
Hallie Pound.
Palmer Thorn.
Bessie Patton.
Carl Cushman.
Luella Eno.

Roy Pinkston.
Bruce Copping.
Reva Burnett.
Forest Thorn.
Martha York.
Marlow Arnett.
Ernestine Parker.
Eddie Nowlin.
Sara Piety.

Pearl Duffer.
Henry Ingersoll.
Fay Woner.
Georgia Burton.
Nellie Moore.
Bessie Haines.
Clyde Jarred.



Inetrmedaite and Primary Rooms

T H E B U D

Fourth Grade

Thomas Mann.
Mabel Nowlin.
Laura Durham.
Orren Anders.
Nellie Bell.
Orren Patton.
Ruby Stewart.
Paul Gray.
Clay Jarred.

May Anders.
Vera Stanley.
Emmet Thornberry.
Gertrude Ryland.
Rolland Pinkston.
Veana Wallace.
Roscoe Milam.
Bert Munden.

Third Grade

Johnny Brown.
Pearl Holt.
Garland Johnson.
Cleo Riggs.
Kathryn Eno.
Rob Monk.
Barthol Burnett.

Cleone Pellens.
Mildred Shields.
Georgia Ransford.
Pauline Piety.
James Phillips.
Harold Woodard.
Fern Montgomery

Noal Cox.
Russel Cox.
Myrtle Blakley.
Daisey Woner.
Brewer Benefield.

Second Grade.

Grade Two
Herbert Holt.
Fred Monk.
Clyde Weir.
Clifford Gray.

Floyd Pinkston.
Helen Stewart.
Constance Jarred.
Julia Jackson.
Hugh Burton.

First Grade.

Harold Weir.
Russel Huff.
Oasby Fuson.
Harold Holt.

Nellie Phillips.
Frank Thornberry.
Herman Ridgeway.
Cecil Stanley.

Primer

Noah Johnson.
Orren Jackson.
Louise Timberlake.
Pearl Hazelrod.
Muriel Arnett.
Marion Durham.
Katharyn Vail.
Charley Vail.
Leo Phillips.
Harold Phillips.
Jesse White.

Leo Woodard.
Bryan Harris.
Isaac Burton.
Laura Rockwell.
Herschel Huff.
Ilene Woodard.
Harry Roberts.
Bert Roberts.
Virgil Pellans.

Ted Cox.
John Cox.
Helen Cushman.
Kennith Holt.
Robert Weir.
Robert Medsker.
Mabel Medsker.
Archie Nowlin.
Harold Anders.
Harold Burk.
Joe Blekely.

T H E B U D

AN EXPRESSION OF GRATITUDE

from OTHO COLLIER, Ex-Trustee

It has been my pleasure to see the Graysville school grow from a school of about seventy-five with fifteen in the high school, to a school with an enrollment of two hundred and fifty with sixty in the high school. To see the manual training and domestic science department established and the transportation system installed.

Much good has been reaped, already from this school. In the past five years the school has been the center of social gatherings. The social life of the community has been put on a higher basis thru the school. Right well has the school performed its duty. My term of office has expired, but my term of interest in the school has not.

May the school live and put out men and women, mentally, morally, and physically fit to solve life's problems. This alone is compensation.

With best wishes to our present trustee, William Jewell, trusting he will have a pleasant term of office.

There are loyal hearts, there spirits brave
There are souls that are pure and true;
Then give to the world the best you have,
And the best shall come back to you.

THE BUD

SLOYD WORK, by OKREN PATTON, Fourth Year



HE fourth grade takes this work on Wednesday after noon until recess, and at noons and recesses.

Some of the pieces we have completed are wedges, pen-holders, forks, pen trays and paper knives. We have made these pieces out of walnut, pine, chetsnut, and linn. In making these pieces we first saw out a piece of wood, then mark off on it the piece we are going to make. We then take our places at the benches and whittle out what ever we are going to make. After we have it whittled out we make it smooth with sand paper. We like to do this work and we try to see who can make the best piece.

ELEMENTRY WOODWORKING

by ANCEL WOODARD, Freshman



lementry woodwork is being taken by twenty pupils this year. The shop in which we have to work is not of the best, this makes it rather inconvenient for the workers. We took up our work rather late this year on account of our tools not reaching us until late. We haven't nearly enough tools for the number of people that are working but we are progressing very nicely.

When we were purchasing our last new tools we got new work benches. They can be purchased at a reasonable price, and with care will last a lifetime. When their permanent value is considered, the first cost is a wise investment. There are different kinds of benches,

THE BUD

the vices of some of them are made of wood and some of metal. We chose the one with the wooden vice. Our reason for choosing this kind was because the pupils just beginning this work are very apt to let the sharp part of the tools strike against the metal and dull them.

The first things that we made were very small indeed, some of which are the game board tabouret etc. We were very successful in making these. Each pupil pays for his own lumber and gets whatever he makes. No pupil is allowed to work during school hours. They are only allowed to work on Friday afternoons, and during noons and recesses if they wish, therefore they can have something to do at all times.

Along with woodworking we have Mechanical Drawing, this is very beneficial to us. We haven't enough tools to supply the Furniture Making Class and the Elementary Class at the same time, so while the Furniture Making Class is drawing, the Elementary Class is working at their woodwork.

LEATHER TOOLING

by CECILE PATTON, Freshman.



OME of the manual training work done by the boys and girls is leather tooling. This work is done during noons and recesses, on Friday afternoons and on Saturdays in a shop-part of which has been fitted up for this purpose.

There has been a great number of pieces made this

T H E B U D

year, such as; bill folds, collar bags, belts, mats, music rolls, shopping bags, portfolios, etc. These are very durable and will last for many years if properly handled. Each student pays for the leather he uses and gets to keep what ever he makes.

The craftsman in leather must add to his appreciation of art in leather work a knowledge of the working properties of different kinds of leather. He must understand the principle of design and know how to apply them. He must be skilled in the processes and use of tools necessary to develop his designs.

We find it very much better spending recesses and noons in creating something with our hands than spending it in idleness; we have grown to love our work; we find it impossible for us to let a recess or noon pass away without us knowing we have accomplished something.

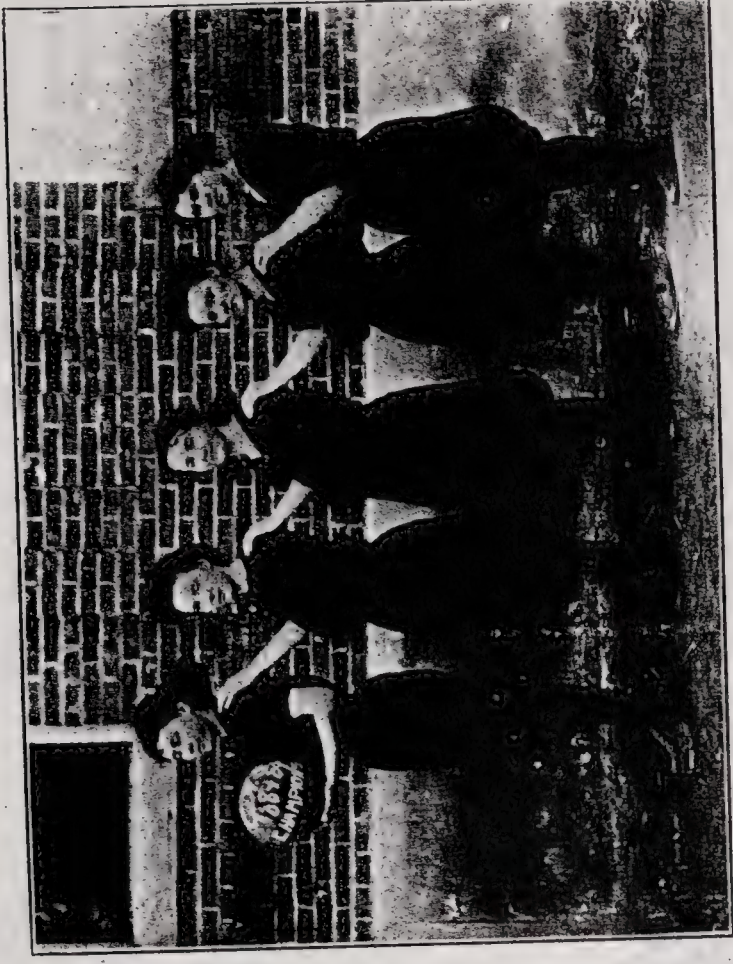
Each one is taught to do his work well and doing so we know not what it will bring us in the future.

VENETIAN IRON

by Gladys Pennington, Sophomore



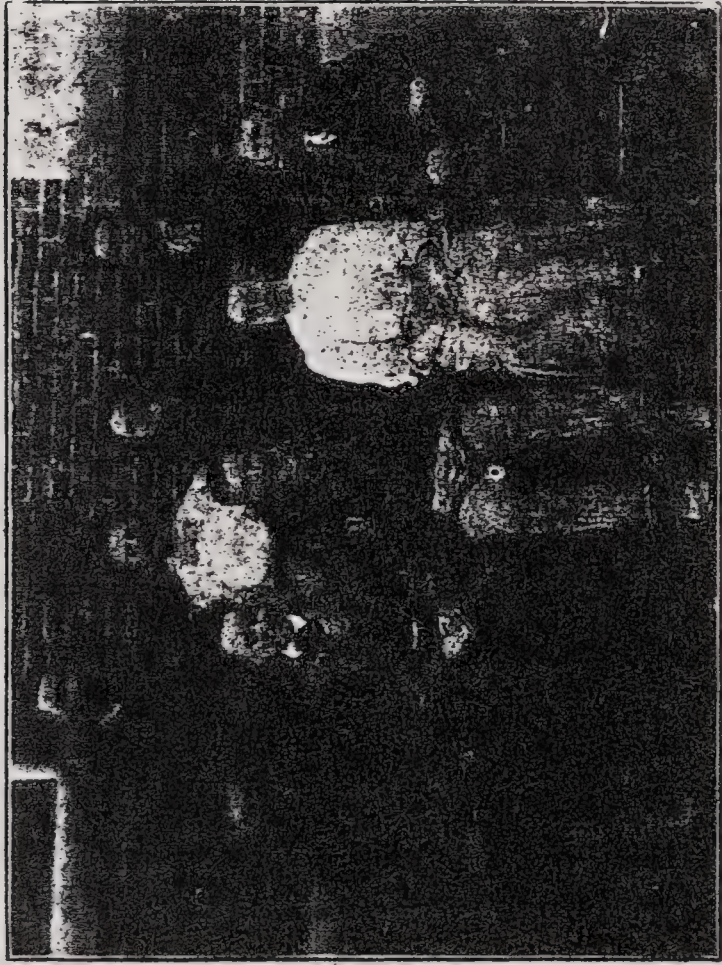
here is nothing more valuable for training the eye to see beauty of line and the hand to produce beauty of line than Venetian Iron or Beat Iron as work with the Iron tape is sometimes called. So few tools are required, the material is so inexpensive, the result is so



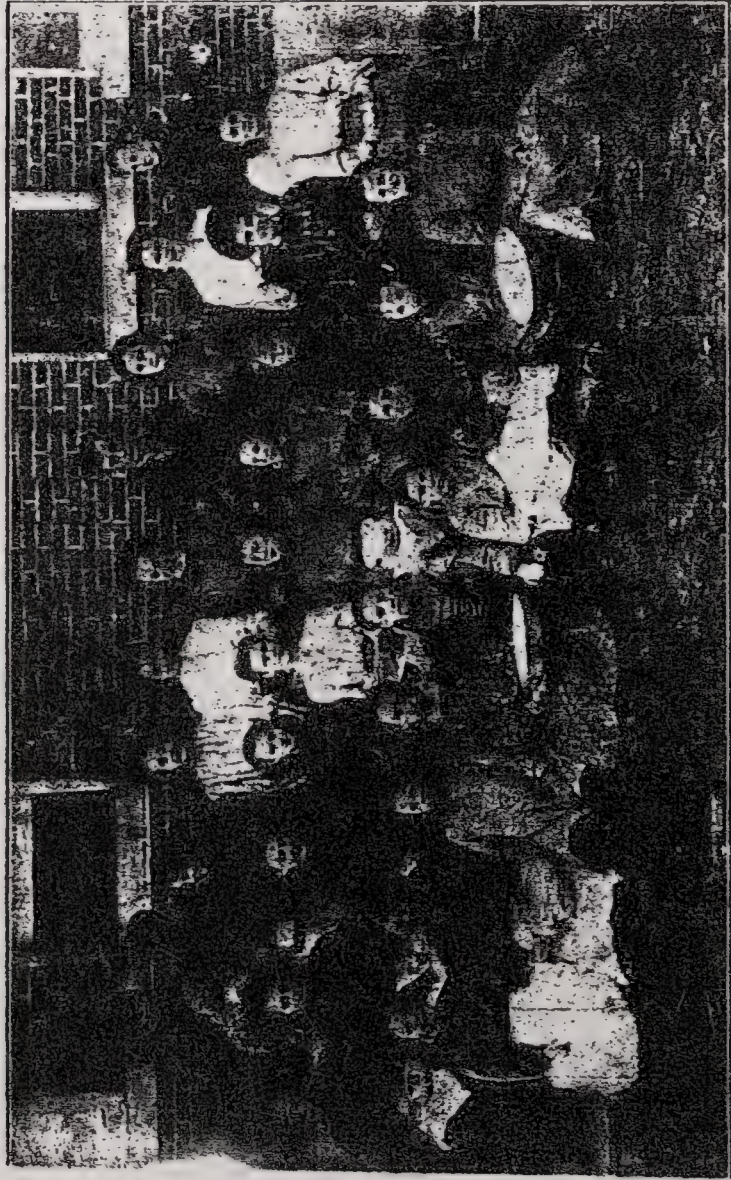
Girls' Basket Ball Team '08-'09



Champions of County '08-'09.



Editors of the School Paper



Domestic Science.

T H E B U D

easily obtained and so attractive, that Venetian Iron should have had a place in our manual art courses long ago. The attempts of amateur artists are sometimes discouraging, however, for time and chance are more generous to these pieces, and they cannot be so easily destroyed as burnt wood, china painting, etc. The ugliness of bent iron work is due to the disregard of principles of art and design, and laws of construction by the pupil. The tape articles are too frail for large objects like lamp stands, and it is not a suitable material for such objects as glove boxes or photograph frames.

As this work requires judgement and control of temper as well as of hand and eye, it is seldom taught to children under twelve years of age. To make a piece of Venetian iron, you must first look through the catalogue and select the article you wish to make; then decide on the size you wish the piece to be when it is completed. The design has to be perfect or you cannot make a good article. Then take a string, one of some plain texture is the best, and measure your drawing to see how long it is.

Next cut off as long a piece of tape as your string. Then lay your tape edgewise on the design, and if the piece is round make the curves with the round nosed pliers, or if it is square, use the square nosed plier to make the corners. Usually some of the parts have to be fastened together with binders. These are small pieces of the same material as the tape and are bent so as to hold the parts tightly together.

See that the article is not twisted but is smooth and then it is ready for painting.

It is painted to prevent rusting. When dry it is completed.

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SULLIVAN, IND

Written by Ruth Eric and Andrew Harris.

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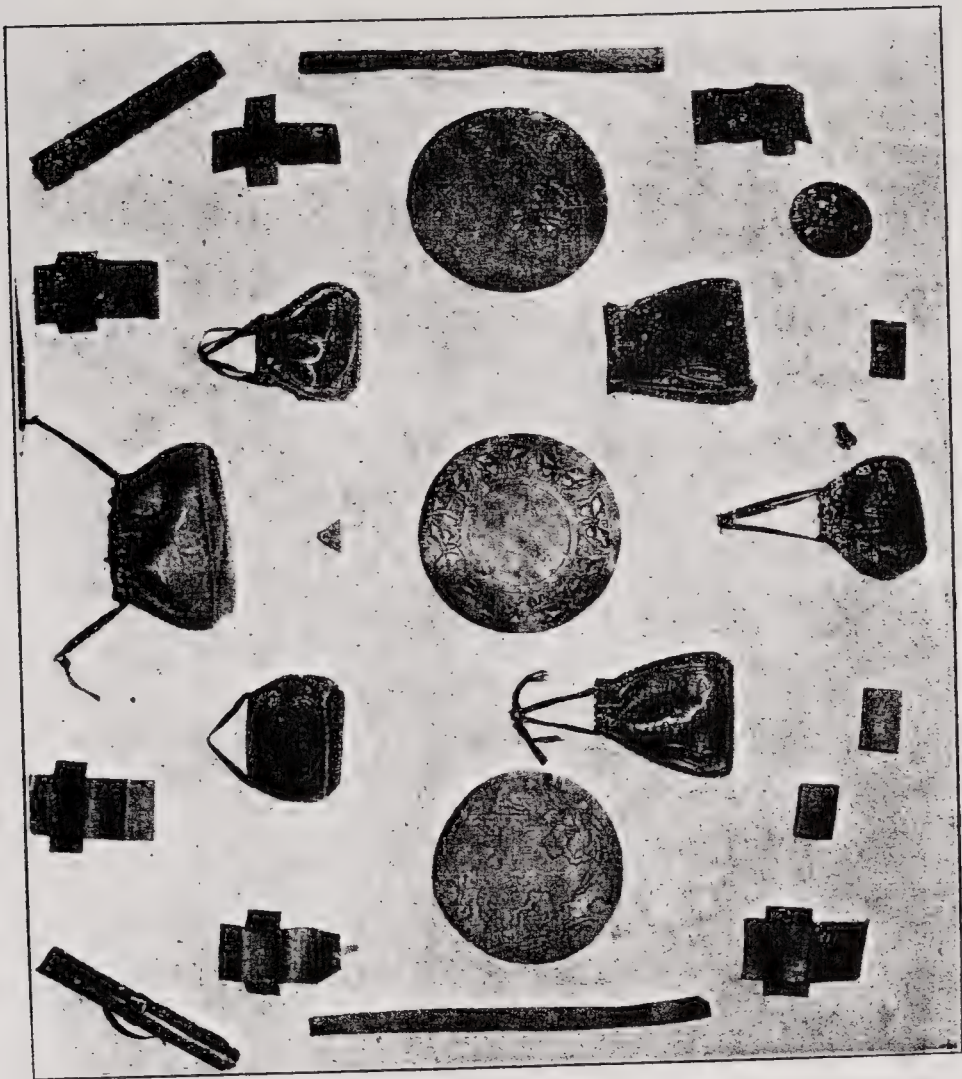
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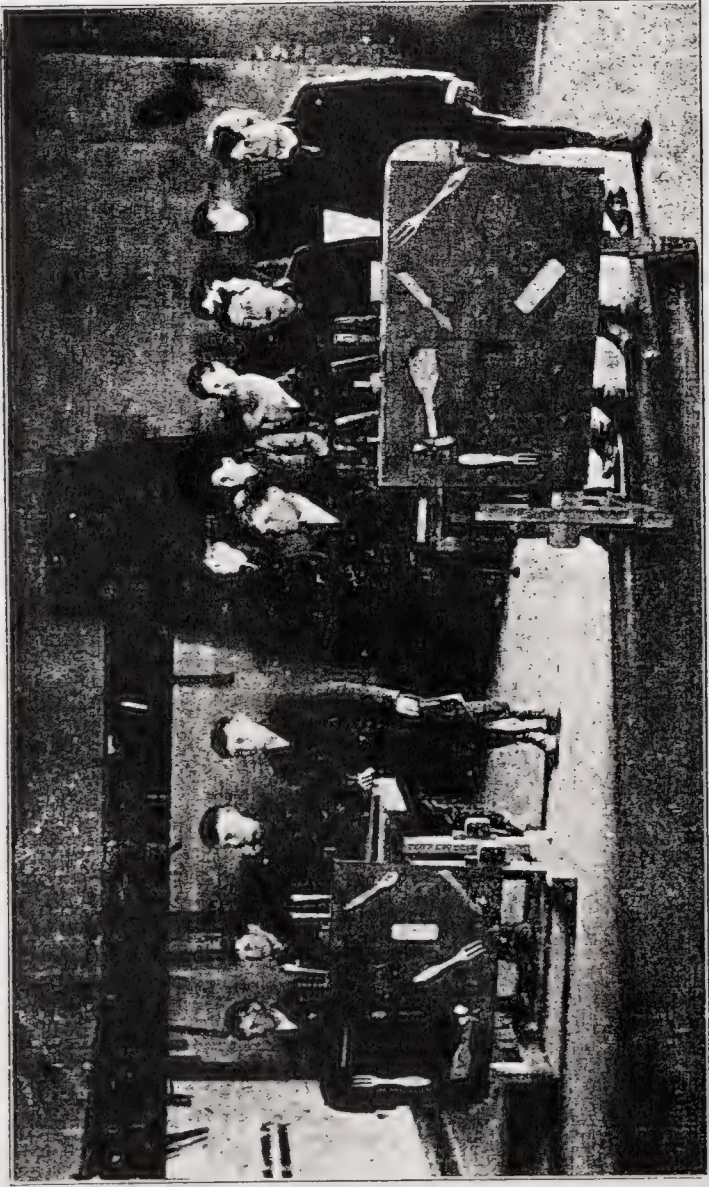
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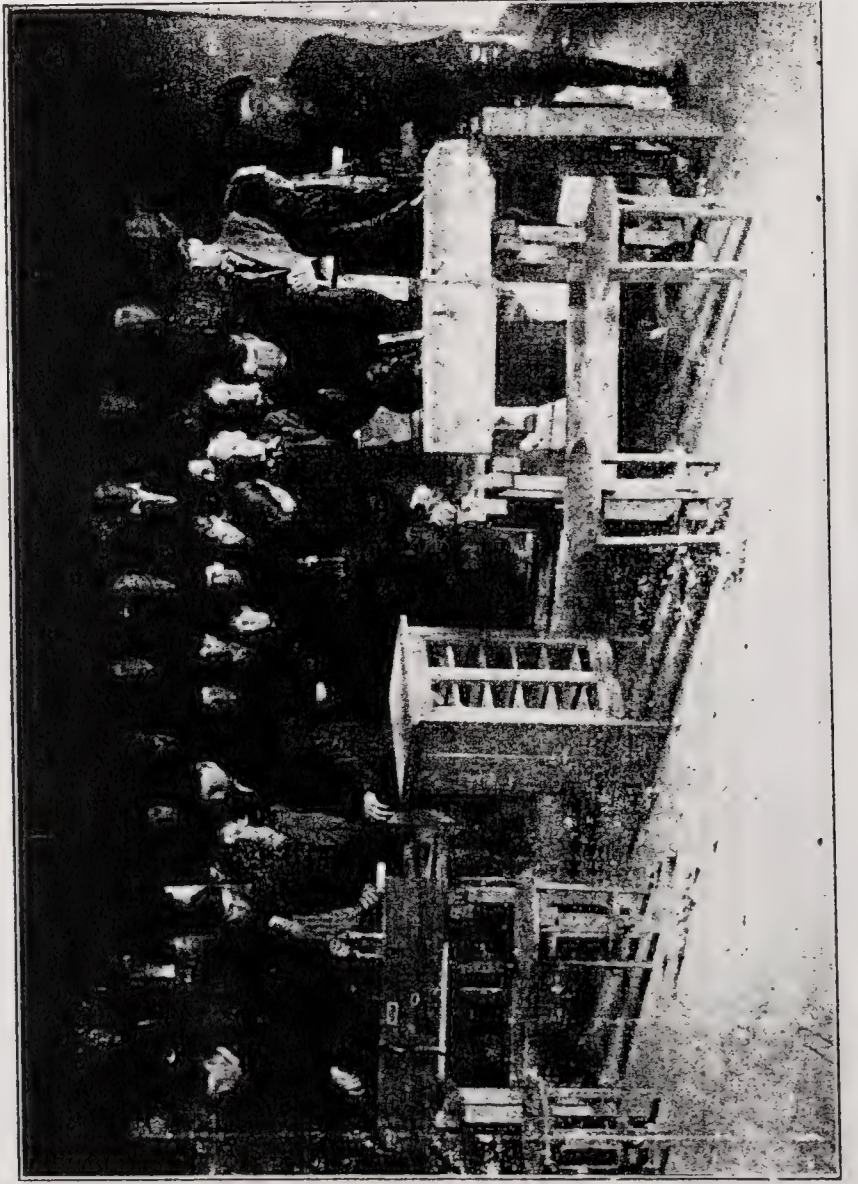
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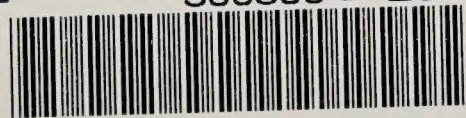
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